

PRESIDENT'S BIENNIAL REPORT---1942-1944

FLORIDA STATE SCHOOL

FOR THE DEAF AND THE BLIND

SAINT AUGUSTINE
FLORIDA



1796

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BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

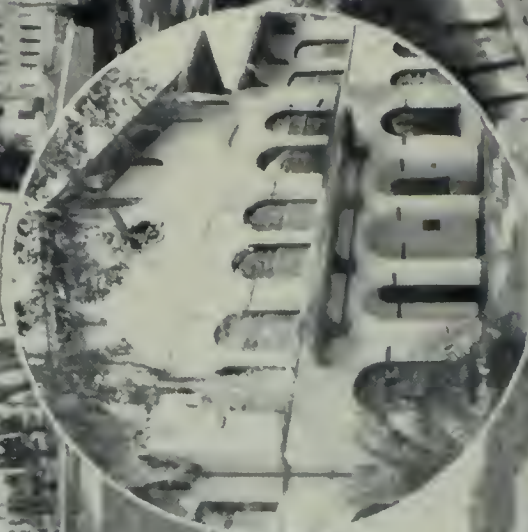
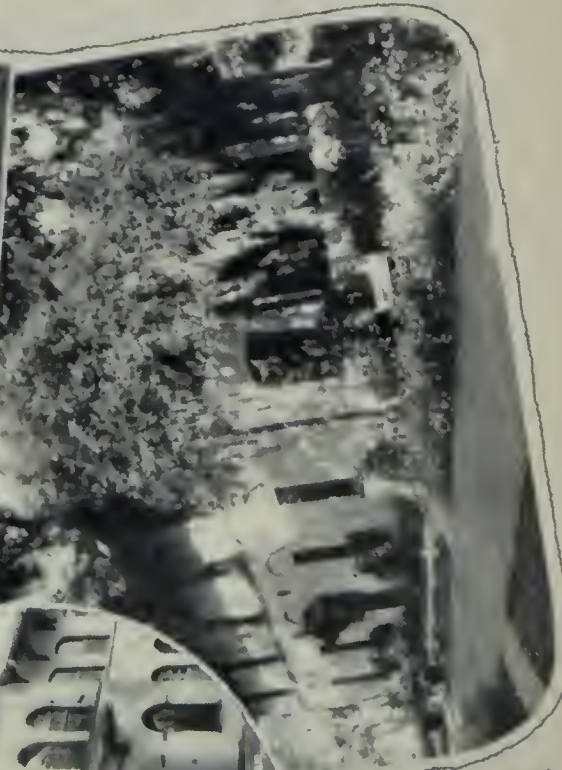
FLORIDA STATE SCHOOL FOR THE
DEAF AND THE BLIND

TO THE

BOARD OF CONTROL



FOR THE BIENNium
1942--1944



*Some
Views
of the
School*





HAPPY is the man that findeth wisdom,
and the man that getteth understanding.

Prov. iii. 13.



THIS BIENNIAL REPORT is a sample of work done by the Students in the Printing Department (above) of the
Florida School for the Deaf and the Blind, Saint Augustine, Florida

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SESSION 1943-1944

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MISS ZOE MARSHALL, B.A., *Supervising Teacher (Primary Department)*

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MRS. LUCILLE M. KIRTLAND, B.M.	MISS LALLA WILSON, A.B.

MISS CLAUDINE HUTCHINS, B.A., *Librarian and Clerk*

TEACHERS OF THE BLIND

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MRS. PAULINE BENNETT	MISS LUCILLE FERGUSON
KENNETH E. BRATT, B.S.	MISS CLARISSA PICKLES, A.B.
MRS. WAINNEETA DAVENPORT	MISS CLEO PICKLES, A.B.

DEPARTMENT OF MUSIC

MISS DAISY B. WILSON	MRS. INEZ W. KOGER, B.M.
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MRS. ATTILLA WESLER	<i>Housekeeper</i>
MRS. AUDIE EARY	<i>Assistant Housekeeper</i>
A. C. WALKER, M.D.	<i>Attending Physician</i>
Z. L. WEBB, D.D.S.	<i>Dentist</i>
C. C. GRACE, M.D.	<i>Ophthalmologist and oto-laryngologist</i>
MRS. DORIS J. BURNEY, R.N.	<i>Nurse</i>
EUGENE HOGLE, A.B.	<i>Superintendent of Buildings</i>
PETER THOMASEN	<i>Engineer</i>
P. B. DAVIS	<i>Night Watchman</i>
MRS. GRACE VAN RENSSELAER	<i>Night Watchwoman</i>

McLANE HALL

MISS STELLA ELROD, M.S.	<i>Senior Deaf Girls' Supervisor</i>
MRS. ESTA STRICKLAND	<i>Junior Deaf Girls' Supervisor</i>
MRS. PATRICIA DIAMOL	<i>Primary Deaf Girls' Supervisor</i>
MRS. BERDYE L. DRISCOLL	<i>Blind Girls' Supervisor</i>

RHYNE HALL

CARL J. HOLLAND	<i>Senior Deaf Boys' Supervisor</i>
MRS. BILLIE H. HALEY	<i>Junior Deaf Boys' Supervisor</i>
T. M. GIBBS	<i>Older Blind Boys' Supervisor</i>
MISS MAUDE GREEN	<i>Small Blind Boys' Supervisor</i>

BLOXHAM COTTAGE

MRS. MABEL CARSON, Housemother	<i>Primary Deaf Boys' Supervisor</i>
MRS. H. L. VISING	<i>Primary Deaf Boys' Supervisor</i>

WARTMANN COTTAGE

MISS ANNIE WEAVER, Housemother	<i>Intermediate Deaf Girls' Supervisor</i>
MISS LYNETTE KIERCE	<i>Intermediate Deaf Boys' Supervisor</i>

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A. W. POPE..	<i>Instructor in Printing and Linotyping</i>
EDMUND F. BILMANN, B.S.	<i>Instructor in Carpentry</i>
J. B. HIDLE..	<i>Instructor in Shoe-Repairing</i>
WILLIAM H. GROW	<i>Instructor in Art</i>
JOHN F. SMITH	<i>Instructor in Painting</i>
MRS. AGNES SOLANO	<i>Instructor in Beauty Culture</i>
J. V. CARUSO.	<i>Instructor in Barbering</i>
MISS STELLA ELROD, M.S.	<i>Instructor in Sewing</i>
MRS. LILY HOGLE.....	<i>Instructor in Sewing (Assistant)</i>
MISS LAURA M. FLEITZ, B.S.	<i>Instructor in Home Economics</i>
MISS CLARISSA PICKLES, A.B.,	<i>Instructor in Handwork and Typewriting for the Blind</i>
MISS CLAUDINE HUTCHINS, A.B.	<i>Instructor in Typewriting for the Deaf</i>
EUGENE HOGLE, B.A.	<i>Instructor in General Shop Work</i>
THOMAS M. GIBBS	<i>Instructor—Workshop for the Blind</i>

DEPARTMENT OF PHYSICAL EDUCATION

F. ALFRED CALIGIURI, A.B.	<i>Athletic Director</i>
LOUIS GERBER, A.B.	<i>Assistant Athletic Director</i>
JOHN BLINDT, A.B.	<i>Assistant Athletic Director</i>
KENNETH E. BRATT, B.S.	<i>Assistant Athletic Director</i>
MISS HAZEL JACK, B.S.	<i>Girls' Physical Director</i>
MISS JANE T. PEARCE, A.B.	<i>Assistant Girls' Physical Director</i>
MISS LUCY LEWIS, A.B.	<i>Assistant Girls' Physical Director</i>
MISS MARY I. STACK, B.S.	<i>Assistant Girls' Physical Director</i>
MISS LYNETTE KIERCE.	<i>Assistant Girls' Physical Director</i>
CARL J. HOLLAND	<i>Deaf Boys' Military Director</i>

DEPARTMENT FOR THE COLORED

VIRGINIA JAMES	<i>Teacher of the Deaf</i>
INEZ B. LEGGETT.....	<i>Teacher of the Deaf</i>
CARY WHITE	<i>Teacher of the Deaf</i>
JENNIE L. WHITE	<i>Teacher of the Deaf</i>
WALTER REMBERT	<i>Teacher of the Blind</i>
ERNEST LAWRENCE	<i>Teacher of the Blind</i>
OPAL G. LAWRENCE.....	<i>Teacher of the Blind</i>
KATIE GREGG	<i>Housekeeper</i>



MCCLANE HALL, GIRLS' DORMITORY

PRESIDENT'S BIENNIAL REPORT

ST. AUGUSTINE, FLORIDA, October 1, 1944.

*To the Chairman and the Members of the Board of Control,
State of Florida:*

GENTLEMEN:

I have the honor to submit for your consideration the Biennial Report of the Florida State School for the Deaf and the Blind for the period beginning July 1, 1942, and ending June 30, 1944.

This biennial period has been a very difficult one, due to conditions and restrictions brought about by World War No. 2. In many instances, it has been difficult to secure many necessary supplies, as well as equipment, because they were not available for civilian use.

While there have been many changes in staff, the work of the School has maintained its usual high standard, and worthwhile accomplishments have been had. Several of the best qualified and most experienced members of our faculty have left to go to other schools and into defense industries at greatly increased salaries. At times it has been almost impossible to secure household help.

While it has been difficult to secure materials, the general upkeep of the plant has been fairly satisfactory; however, there has been considerable deterioration in both plant and equipment, which must be taken care of as soon as the war is over and materials and equipment are available.

Graduates and former students of the School have been in great demand. We have received more calls for industrial workers than we could possibly supply. Many of our boys and girls are employed at almost unbelievable salaries.

The function of the Florida State School for the Deaf and the Blind is to furnish a cultural and utilitarian education to



EXHIBITS PUT ON BY THE VOCATIONAL DEPARTMENTS

that group of children who are too deaf or too blind to be properly educated in the public schools. The educational policies of the School have been much the same as in former years, with only those changes which would include any modern techniques and procedures in the education of the deaf and the blind.

In the Department for the Deaf the combined method of instruction is used. This method makes provision to educate every type of deaf child that may be admitted. Each child, upon entering school, is given an opportunity to acquire speech and to read the lips.

In the Department for the Blind the Braille method of instruction is followed.

The School is constantly in touch with every modern trend and development regarding the education of the deaf and the blind, and any new, worthwhile ideas and procedure are added to the course of study. Faculty members have attended the best summer schools which give courses in special education. Also, they attend conventions and conferences with regularity, thus being put in a position to secure the best that is new and worthwhile in the education of the deaf and the blind, and to bring these techniques and procedures back to the classroom.

Under the title, The Florida State School for the Deaf and the Blind, are included three distinct schools: a school for the deaf, a school for the blind, and a separate and complete school for the education of the colored deaf and blind children. All departments of the School are crowded, especially in the primary department. If the School is to maintain the present high rating and give the children for which it was created the proper educational training, new buildings are absolutely imperative. The matter of a building program will be explained later on in this report.

Special emphasis the past biennium has been placed on the teaching of English, the development of speech, and the acquisition of English through auricular training. The School has had an increased enrollment during the last two years. As stated elsewhere, most of the increase has been in the primary department, where the School is already badly crowded. Due to the increased enrollment and increased cost of living condi-

tions, the running expenses of the School have been considerably more the last biennium.

The results of the biennium, considering the great national emergency with which we have been confronted, have been satisfactory.

REGISTRATION

In 1942, there were enrolled 371 pupils. There were 275 pupils in the Department for the Deaf, of whom 130 were girls and 145 were boys. In the Department for the Blind, there were 96 pupils, of whom 37 were girls and 59 were boys.

There were enrolled during the last biennium 437 pupils, which represents the largest biennial registration in the history of the School.

The following shows classification of pupils:

WHITE		COLORED	
Deaf	253	Deaf	62
Blind	84	Blind	38

ATTENDANCE BY COUNTIES

The following table shows attendance by counties:

Alachua	137	Lee	6
Baker	4	Leon	10
Bay	10	Liberty	1
Bradford	5	Madison	4
Brevard	2	Manatee	5
Broward	5	Marion	4
Calhoun	8	Monroe	3
Citrus	3	Nassau	4
Clay	2	Orange	12
Columbia	6	Osceola	1
Dade	49	Palm Beach	19
DeSoto	2	Pinellas	15
Duval	59	Polk	18
Escambia	11	Putnam	4
Flagler	1	St. Johns	12
Franklin	2	St. Lucie	3
Gadsden	7	Santa Rosa	3
Hamilton	7	Sarasota	1
Hardee	2	Seminole	4
Hendry	1	Sumter	5
Hernando	1	Suwannee	5
Highlands	1	Taylor	6
Hillsborough	34	Union	1
Holmes	2	Volusia	12
Indian River	2	Wakulla	3
Jackson	15	Walton	4
Jefferson	1	Washington	4
Lake	12	Out-of-State	1

CAUSES OF BLINDNESS AND DEAFNESS

Blindness (1942-1944 Biennium):

Accident	10	Hemorrhage at Birth	1
Brain Tumor	6	Improper Care at Birth	7
Cataracts	12	Infection	2
Choroiditis	1	Interstitial Keratitis	1
Colitis	1	Iritis	1
Congenital	22	Malformation	4
Conjunctivitis	1	Measles	2
Corneal Opacity	1	Meningitis	1
Corneal Staphyloma	1	Optic Atrophy	2
Corneal Ulceration	1	Pneumonia	1
Cyst on Iris	1	Scattered Pupils	1
Detached Retina	1	Sore Eyes	4
Dropsy	1	Syphilis	9
Glaucoma	2	Undeveloped Nerve	3
Gonorrhea	3	Unknown	20

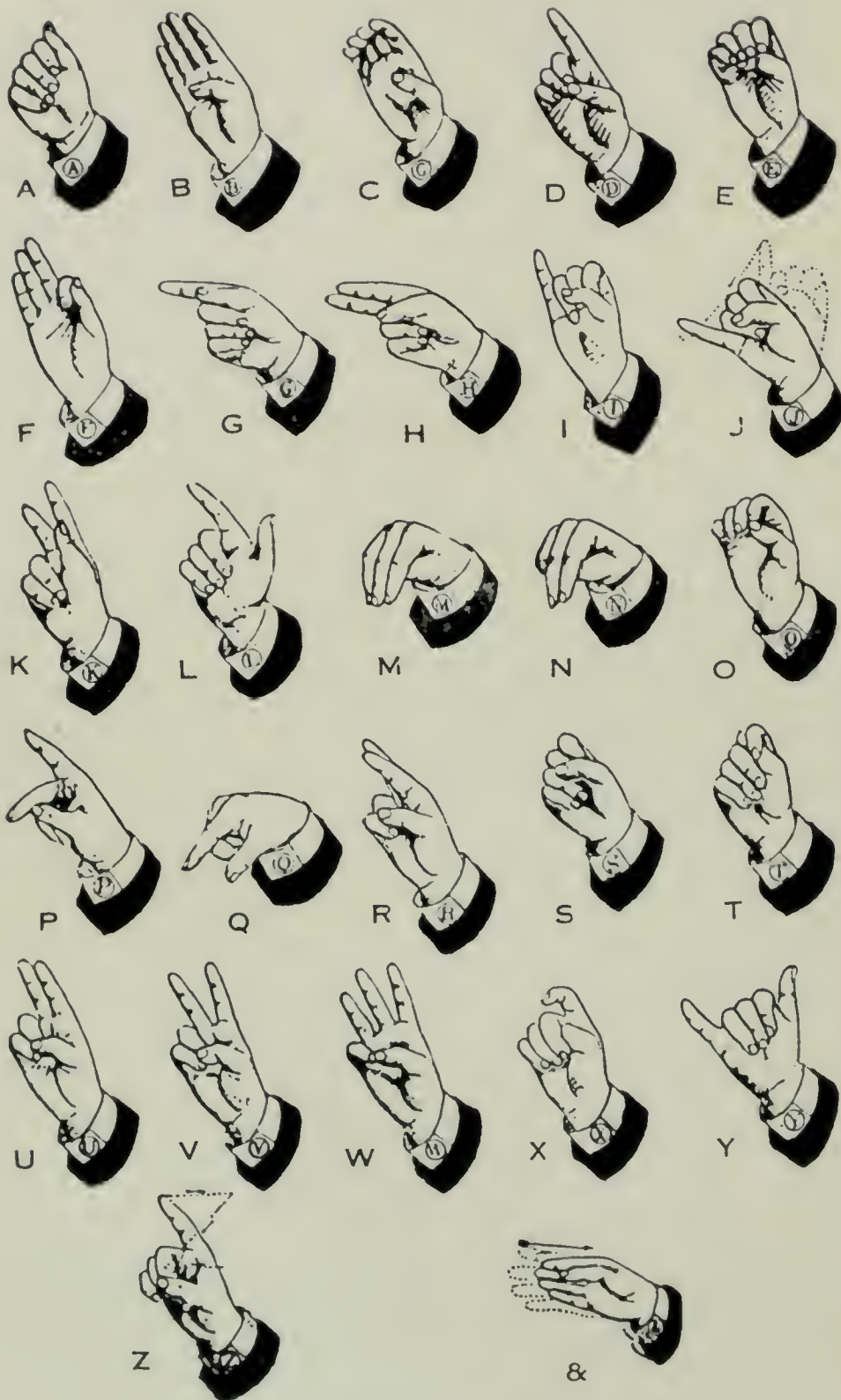
Deafness (1942-1944 Biennium):

Abscess	5	Mumps	2
Accident	4	Nerve	10
Bilateral Myringitis	1	Operation	1
Birth Injury	9	Osteo-Myelitis	1
Blood Tumor	1	Otitis Media	10
Colds	4	Pneumonia	4
Congenital	87	Premature Birth	2
Cream Rash	1	Quinine	8
Diphtheria	1	Risings	2
Encephalitis	1	Scarlet Fever	2
Eczema	1	Sleeping Sickness	1
Fall	8	Strabismus, Internal	1
Fever	3	Stroke	1
Infection	6	Syphilis	1
Influenza	5	Tonsil-Adenoid Infection	5
Mastoid	4	Undeveloped Inner Ear	1
Measles	5	Unknown	3
Meningitis	23	Whooping Cough	91

DEPARTMENT FOR THE DEAF

INSTRUCTION

The major objective in the instruction of the deaf child is to give him a knowledge of English and the ability to talk and read the lips, if possible. This is done by teachers who are especially trained to educate the deaf through special methods and procedures which have been developed and worked out through many years of experience. After a deaf child has a proper foundation in basic English, he can, through extensive reading and carefully planned training, in a large measure educate himself.



MANUAL ALPHABET—USED BY THE DEAF

In the Department of Vocational Training, every child is given pre-vocational training for the trade for which he seems best adapted and in which he is most likely to meet with success.

The following reports of the Supervising Teachers in the Department for the Deaf show the work and accomplishments in that Department:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind.
St. Augustine, Florida.

DEAR DR. SETTLES:

This is the second biennial report which I have had the pleasure of submitting to you. The past two years have shown considerable curriculum and pupil improvement. A brief survey of changes and progress follows.

We began a revision of language work last year and have made a good beginning toward a complete revision of our entire course of study. Social studies has been completed, and an auricular training program, reading, and language work is near completion. Due credit must be given the members of the various committees for their splendid cooperation and interest in the exhaustive work which this task has entailed. The research work necessary for this new organization of material has been not only enlightening, but also has lead to improved classroom teaching.

Each year we have given study and emphasis to a single problem in an attempt to remedy weaknesses and improve teaching procedure. Language was the first of these studies to receive special attention. Results of our efforts to interest the pupils in self-expression and original language have been most gratifying. Our reading program has been under special consideration this year. The committee on reading has worked out a definite remedial reading program which will be introduced throughout the School next fall. The three classes that have been subjected to the new reading program this year have shown a gain in grade placement from .6 of a grade to 2 years. We are very anxious to put into full force our new program and note results.

Auricular training will receive study and special consideration next year, and an intensive program will be instituted for all oral classes. A course of study for auricular training is near completion and will be ready for use next term. We are working toward the objective of providing a hearing aid in each classroom in order that all pupils may have equal opportunity to receive acoustic training, since even profoundly deaf children gain in mental acuity and speech quality under proper auditory stimulation. Five of our twelve oral classes in Walker Hall have received acoustic training this year and two other classes share the use of the radioear room, which is equipped with an old, but very good, Radioear group aid. We should like to secure at least one new hearing aid unit each year until we have one in each class.



LEARNING TO READ THE LIPS—PRIMARY DEPARTMENT FOR THE DEAF

room as a graded and continuous program is necessary to produce effective results.

Our testing program came under careful examination along with our reading study this year. An analytical study of results of the Stanford Achievement Tests, Weekly Reader Reading Tests, and Scholarship Tests was made to determine retardation and correlation between paragraph understanding and grade achievement. A definite testing program is followed throughout the School in administering achievement tests. The Gates Reading Tests are given in the primary department and overlap into the intermediate where necessary. All pupils in the intermediate and advanced departments are given the Stanford Achievement Tests at the close of school each year. Results of these tests prove helpful as a means of measuring grade progress each year and as a means of measuring our pupils by standards set for hearing children.

A systematic program of instruction has been carried out for all subjects: mathematics, language, social studies, science, health, reading, speech and speech-reading. The greater amount of time has been spent on speech and language work since the acquisition of those is a long and tedious one. Special procedure and devices to facilitate the teaching of speech have also been included in an already crowded program. Diagnostic tests in articulation are given at the beginning and close of each term and results are charted and passed on with the class so that the teacher may have definite data from which to work and note progress. Monthly tests for intelligibility of speech are given and results are graphed so that the pupils may have a constant incentive to improve their speech. Another phase of our speech program which has aided improvement and interest in speech is choric speech or "singing". Hymns and popular songs are taught and are much enjoyed by the children.

Additional emphasis has been laid on the teaching of current events in an effort to have the child become interested in his modern world. This time has been well spent as every child in school takes an interested part in discussing modern facts and trends. The teaching of science has been broadened to include all grades, and up-to-date text books have been secured for all subjects.

Our present enrollment in the department is 106, of whom 47 are girls and 59 are boys. These pupils are distributed as follows: five advanced classes, six intermediate, and two opportunity classes of very slow children. The latter two are taught manually.

My hearty thanks is extended to the faculty for their splendid cooperation in making the past biennium a progressive and successful one, and for their faithful service in assuming responsibility whenever called upon. I also wish to extend my appreciation to you, Dr. Settles, for your direction, counsel, and inspiration to establish the highest standards of work.

Respectfully submitted,

ALYCE A. THOMPSON,

*Supervising Teacher,
Advanced Department.*

VOWEL SOUNDS

1	2				
oo	oo	o—e	aw	o	
(r)u-e		oa	au		
(r)ew		—o	o(r)		
		²			
		ow			
ee	i	a—e	—e	a	
—e	—y	ai	²		
¹		ay	ea		
ea					
e—e					
	a(r)	—u—	ur		
		—a	er		
		—ar	ir		
		—er			
		—ir			
		—or			
		—ur			
		—re			
a—e	i—e	o—e	ou	oi	u—e
ai	igh	oa	¹	oy	ew
ay	—y	—o	ow		
		²			
		ow			

CONSONANT SOUNDS

h—

wh—

w—

p
—p

b—
—b

m

t
—t

d—
—d

n

l

r—

k
—k
ck
c

g¹—
—g

ng

f
ph

v

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th

²
th

¹
s
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cy

z
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s

sh

zh

y

(x = ks)

(qu = kwh)

ch

j
²
g—
ge
dge

tch

DR. C. J. SETTLES, *President*.
Florida School for the Deaf and the Blind.
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of work done in the Primary Department for the Deaf for the past biennium.

The enrollment has appeared to be nearly constant, that of the current year being 102, 56 of whom are boys and 46 of whom are girls; however, the number of pupils who should be in this department has actually increased for two classes which should be included had to be moved to Walker Hall because of our crowded conditions. There are still ten classes: two beginners, four first grades, two second grades, one third grade, and one special speech.

A great deal of time has been spent upon revising the course of study, particularly that of silent-reading and speech. This work is still incomplete, although a comprehensive vocabulary list for each grade is practically finished. Also ways have been devised for each teacher to make a more complete record of the progress of her class.

A large number of pre-primers and primers were purchased and we now have a library available to the children in our second and third grades. We have a liquid duplicator and it has been possible to have the children hand in individual book reports. The pupils have shown great interest in their reports as well as in their books, and the teachers feel that the children are doing much better reading because of them.

Due to changes in faculty, it has been impossible to continue a rhythm schedule for the children in Bloxham Cottage; however, the children in Wartmann Cottage have had two twenty-minute periods each week as well as one hour of rhythm band work.

The hearing aid in this department has been used by a second grade class with good results. Several of the children have quite a bit of residual hearing, and we feel that both enjoyment and worthwhile training have been derived from the use of the aid.

Respectfully submitted,

ZOE MARSHALL,

*Supervising Teacher,
Primary Department.*

LIBRARY

When a congenitally deaf child enters school, he possesses no speech and no English. The teacher has the very difficult problem of getting the child to understand that English is the medium which will impart to him the field of human knowledge. The carefully trained teacher, in a very short time through special methods used in the education of the deaf, gets the child



LIBRARY FOR THE DEAF

to understand what he must do in order to learn. Very soon the learning process is started, and it is remarkable how much information is acquired the first year in school.

Most of the instruction at first must be given by illustration. After a child has been in school a few years—probably five or six—he should have sufficient knowledge to undertake a wide range of reading and should rapidly acquire English for himself.

The matter of developing speech in a deaf child is also a very difficult and most important thing. Through special methods, approximately 88 per cent of children in schools for the deaf are taught to talk and read the lips.

Because of the fact that deaf children, after they have once acquired an English vocabulary of sufficient extent, can in a large measure increase their vocabulary through reading, a carefully selected library is of the greatest importance in a school for the deaf. The Florida School has a splendid library of approximately four thousand volumes which cover practically the whole field of literature. The books, encyclopedias, magazines, and literature have been selected with a great deal of care in order that our children may derive the greatest possible benefit from them.

In the library are found the best fiction, poems, biographies, social studies, nature studies, myths, fairy books, and a department of a general educational nature for use by faculty members.

The library contains the latest encyclopedias, leading magazines, daily newspapers, and current literature. Each classroom is also equipped with books for supplementary reading.

There is found below a report of the Librarian:

DR. C. J. SETTLES, *President*.

Florida School for the Deaf and the Blind.

St. Augustine, Florida.

DEAR DR. SETTLES:

Library records present a very satisfactory report on the amount of reading done outside the classroom by the pupils of the advanced and intermediate departments during the past two years. The circulation record shows that 1,950 volumes were checked out by the pupils during the 1943-1944 school year. This number does not include volumes borrowed by the teachers, books taken to the classrooms for classwork, nor reference volumes and encyclopedias used in the library. This gives an average of seventeen books read during the school year by each pupil in these departments. Considering the crowded schedule which the children follow, this is a gratifying record.

The library contains approximately 3,800 volumes, of which 175 were purchased this year. Also, several valuable books have been received as gifts. Magazines for children of varying interests and levels of reading ability, as well as professional periodicals for the use of the faculty, are made available during school hours.

The library occupies extremely crowded quarters and needs many improvements, but these deficiencies seem not to have handicapped greatly its usefulness nor the pupils' enjoyment of the reading matter it affords.

Respectfully submitted.

CLAUDINE HUTCHINS, *Librarian*.

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

Regular periods have been given to choric instruction and rhythmic training. The older children have assembled in the auditorium daily where they have learned and recited in unison a large number of songs, rhymes, poems, and responsive readings from the Bible. The purpose of these exercises is to develop good speech through pleasurable exercise. The development of speech requires highly trained and efficient teachers. The children get much pleasure out of the choric speech exercises.

Rhythmic training has been carried on with the primary classes as in former years. Due to the fact that some of the teachers who were in charge of this work resigned to accept positions elsewhere, the children did not receive as much rhythmic training as formerly. Rhythmic training gives the children



THE AUDIOMETER—TO DETERMINE HEARING LOSS



AURICULAR TRAINING FOR THE DEAF

more natural speech, poise, and grace in body movement. It makes the children more normal and gives them an opportunity to enjoy some of the pleasures of music through vibration.

Rhythmic training exercises, designed to help the children distinguish between high and low vibrations and strong and weak chords, help regulate the pitch and intensity of the voice. This training improves pitch, inflection, accent, fluency, and helps proper modulation.

The primary department has had a splendid toy orchestra. The children get a great deal of pleasure out of membership in this orchestra and their presentations are always popular numbers in our public entertainments. We feel that our children derive a great deal of pleasure from the choric and rhythmic training instruction and that it has a proper place in the development of good speech.

AURICULAR TRAINING

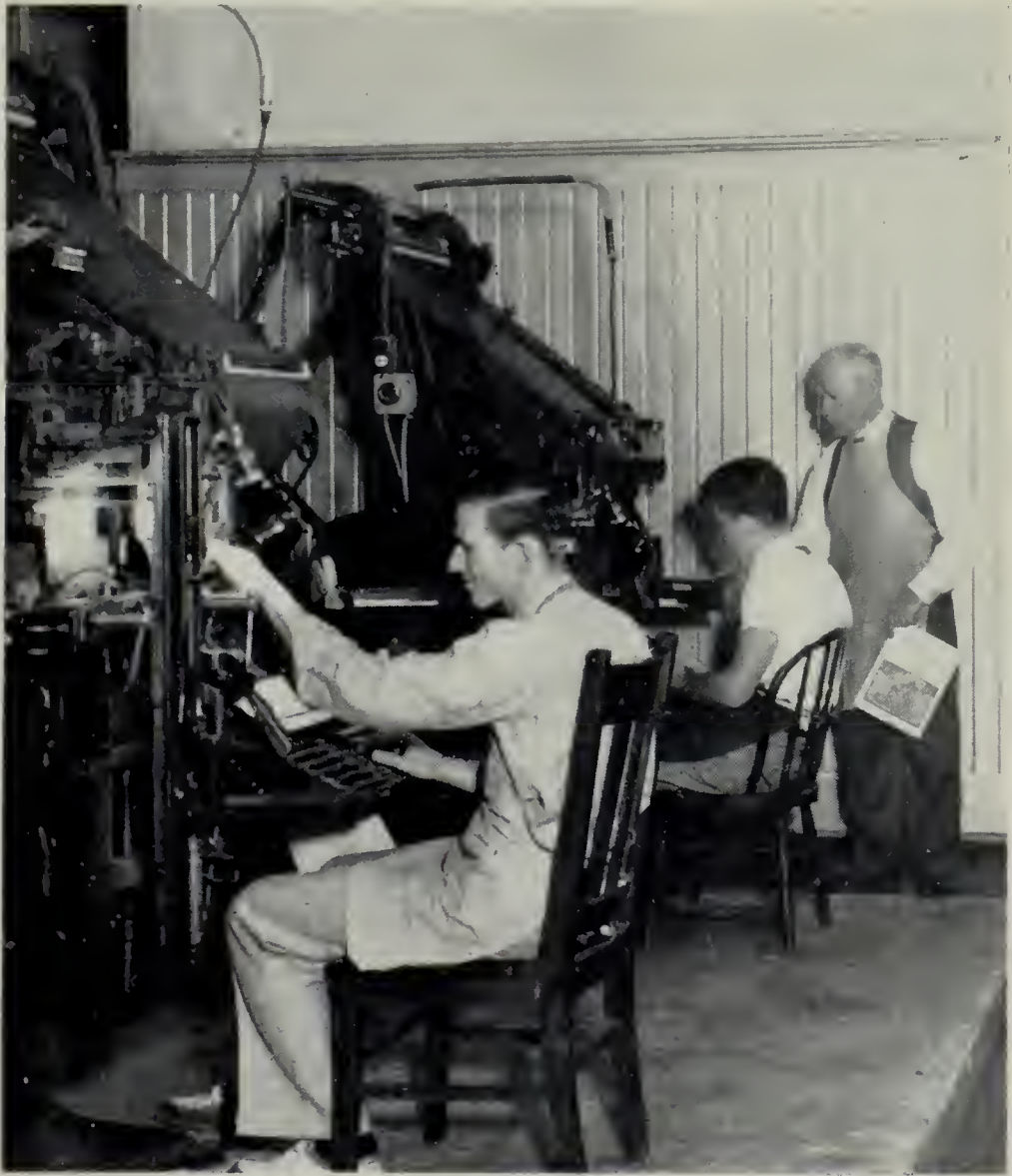
Auricular training in the education of a deaf child is one of the modern trends. Practically all progressive schools are adding group hearing aids to their instructional equipment. It is estimated that more than one-third of the children in a school for the deaf have sufficient residual hearing to profit by the use of instruction through the ear. This School owns an audiometer, and an audiogram is prepared for each child who has sufficient hearing to receive auricular training.

A group hearing aid may take care of as many as twelve children and is built upon much the same plan as the radio. The teacher talks directly into a microphone and each pupil receives instruction through a headphone. Each desk is equipped with a dial so that the pupil can regulate the pitch and make the reception high or low, according to his hearing loss, or ability to hear.

Children possessing sufficient hearing to be educated through group hearing aids acquire English faster, have more natural voices, and, of course, can complete the course of study in a much shorter time. Fifty per cent of the pupils in the advanced department have had the opportunity to receive instruction by use of the hearing aid. Plans are being made to add a hearing aid each year until we have purchased as many as the School can possibly use.



WOODWORKING. DEPARTMENT FOR THE DEAF



MACHINE COMPOSING, DEPARTMENT FOR THE DEAF

VOCATIONAL TRAINING

Vocational training is most important for our children because it will be necessary for most of them to earn their living with their hands. The School has a well planned program of vocational training, which gives each child an opportunity to learn a trade for which he is best adapted and at which he is most likely to succeed when he leaves school.

Due to the fact that our children are very young, the majority of the work is pre-vocational. The boys have instruction



SHOE REPAIRING. DEPARTMENT FOR THE DEAF

in printing, linotype operating, gardening, floriculture, calsm-
ining, painting, woodworking, general carpentry, shoe repair-
ing, barbering, general repair work, and elementary plumbing.
In order to find out just what kind of vocational work a boy is
best fitted for, our boys are given an opportunity to do general
shop work, which consists of work under the direction of the
Superintendent of Maintenance, doing various kinds of repair
work about the School. This method helps very much to deter-
mine the proper placement of the boys.

Vocational teachers give much time to the teaching of shop
language.

The girls in the Department for the Deaf are given instruc-
tion in dress making, rug weaving, typewriting, cooking, plain
and fancy sewing, laundry work, home making, beauty culture,
and craft work. Girls trained as beauty operators have had
practically no difficulty in securing placement. Some are en-
gaged as typists and assistants in photographers' studios.

All pupils who show proper ability are given instruction in
art work. Many of our pupils show outstanding ability in this
department.

The past biennium we have followed the policy which we
adopted a few years ago, of allowing some of our boys to take
their vocational training in industry. A number of our boys
receive practically all of their instruction in baking in one of
the downtown bakeries of St. Augustine. Several have received
instruction in drycleaning in one of the local establishments.
Others have received practical experience in printing at a down-
town print shop.

The State Department of Vocational Rehabilitation has given
many of our students more intensive training in the particular
field for which they seem best qualified. They have also helped
tremendously in the matter of placement of pupils.

For that group of our graduates who seem not to be able to
acquire an academic education, provisions have been made for
them to put in additional time in the vocational department.

The majority of our graduates and ex-pupils possessing
proper ability and training have had no difficulty in securing
jobs at very fine salaries. It has been impossible to furnish

candidates for the many requests we have had for carpenters, printers, shoe repairers, bakers and household workers. Many of our boys and girls have rendered a very splendid service by doing outstanding work in many of the defense activities of the country.

There follows a report of the Instructor in Home Economics:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The teaching of cooking and associated subjects seems to have become more difficult each year since the outbreak of war. There are so many things in my course of study, which formerly were classed as *musts*, that now have to be cut out and substitutions made. Oftentimes the key articles of food for the planned lesson is missing when an order is returned. For example, the day I had planned a lesson on egg cookery, I received part of my order with the terse comment, "none," opposite my request for eggs. No one, to my knowledge, can teach egg cookery without eggs, except in theory. I am not complaining. It is all tied up with the war which has caused food shortages, incompetent workers, etc. I am just explaining that there have been difficulties and headaches.

As far as our department itself is concerned, we have not done a lot to improve its general appearance this year. We did purchase some new curtain material for our dining room to replace those which had worn out. We had the girls in the sewing classes make them for us. Otherwise, the shortage of materials and equipment has forced us to be content with what we already had.

We have done a lot more theory work this year than heretofore. The old story of food shortages has forced us to study about certain foods by recipes and discussion, without the actual practice. I have also found it necessary to cut down a lot of our meal work. Up until the latter part of last year we usually planned a whole meal and prepared it each class period. This year we have taken one or two dishes that would make up a luncheon, dinner, or breakfast menu and, after quite a bit of discussion, prepared them. Then at the end of the unit on breakfast, or whatever unit we happened to be working on, we would plan a whole meal from the material already covered and then prepare it. Because of this method, we have not been able to cover nearly as many recipes or types of cookery, but I have almost come to the conclusion that it is more satisfactory for our girls, because we have gone more slowly and more thoroughly. With the equipment we have now, the work must be divided so that one group of girls prepares one recipe and another group another recipe so that each group misses out on the actual experience of seeing certain recipes prepared

each time. By preparing fewer recipes during each class period, each girl has an opportunity to see how they are prepared. I have done more demonstration work this year than formerly.

As to the subject matter covered, we have studied table service, meal planning, table manners, food values of different foods, nutrition, some home management, measurements, and food preparation. In food preparation we have covered three units: breakfasts, luncheons, and dinners. Under each unit we have discussed and prepared foods suitable to that type of meal. As I mentioned before, I have found it necessary to do a lot more theory work about certain foods than in previous years because of rationing, food shortages, and the prohibitive cost of certain foods. This year, as in previous years, I have made it a point to use foods in season whenever it is possible. I have stressed this point while discussing meal planning with the girls, too.

On the whole, even with all of our problems and difficulties, I feel that we have had a successful and profitable term.

Respectfully submitted,

LAURA M. FLEITZ,

Instructor in Home Economics.

The following is a report of the Instructor in Beauty Culture:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In our beauty culture classes, the girls were taught the principal fundamentals which they will experience as beauticians when they leave school. They have shown much enthusiasm and improvement in their work this year.

The course consists of permanent waving, hair styling, cutting, thinning, and shaping, scalp conditioning by hot oil treatments, facials, eyebrow arching, manicuring, scupler curls, and finger waving.

Several of the girls who have completed the course have positions and are doing well.

Respectfully submitted,

AGNES SOLANO,

Instructor in Beauty Culture.



LEARNING TO READ BRAILLE—BLIND

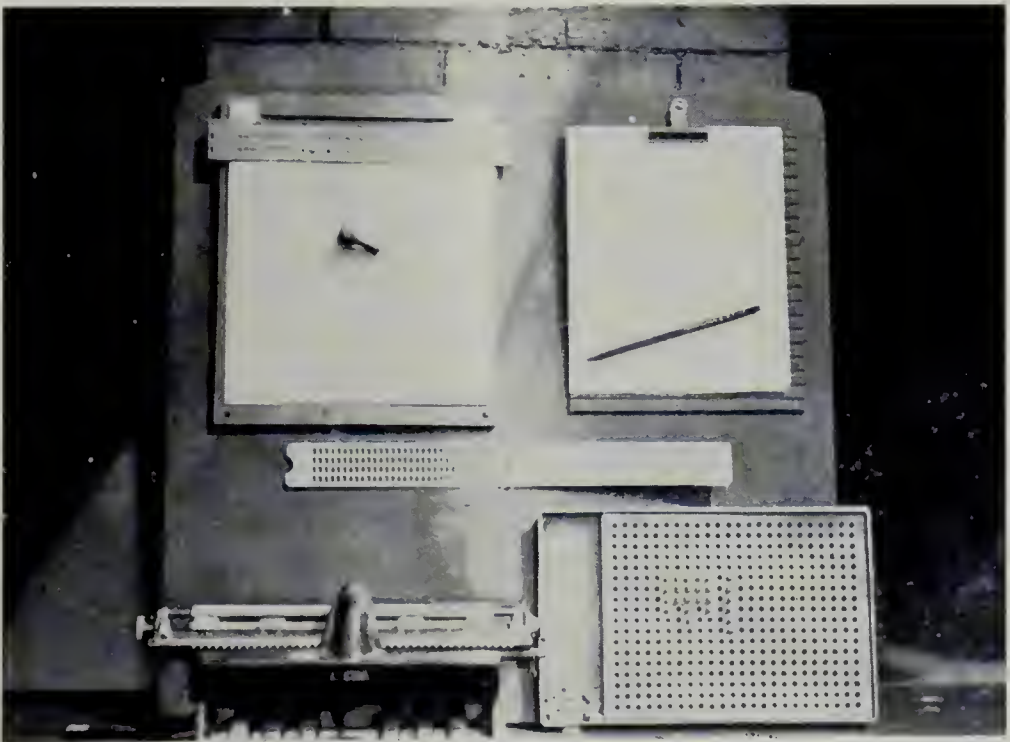
DEPARTMENT FOR THE BLIND

INSTRUCTION

The Florida School for the Deaf and the Blind educates two types of handicapped children: the deaf and severely deafened, and the blind and visually handicapped. The methods and procedures in educating these two groups are entirely different.

In the School for the Blind, the Braille method of instruction, which consists of a system of raised dots, is followed. This is a universal system and may be learned by an apt child in four to eight weeks. After a child has once learned Braille, his progress is as rapid as that of his sighted sister or brother in the regular public schools.

The course of study in the Department for the Blind parallels that of the public schools as nearly as possible. Due to the fact that public school texts are not obtainable in Braille, it is necessary to vary the course of study considerably from that of the public schools; however, the texts are much the same and of equal character to those used in our public schools, and



SOME OF THE APPARATUS USED BY THE BLIND

the pupil who graduates from our high school department has the equivalent education of that offered by any high school in the State. Texts and technical apparatus for the education of the blind are manufactured and supplied by the American Printing House for the Blind in Louisville, Kentucky. Our Department for the Blind has a very efficient Department of Music and instruction is also given in vocational training.

The following report by the Head Teacher in the Department for the Blind covers briefly the work of that Department:

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

I will attempt, in this short report, to outline as nearly as possible the work accomplished in the Department for the Blind during the last two years. I will also endeavor to show the weaknesses in the Department and to suggest how they may be overcome. It should be the purpose of any school for the blind to give instruction that will as nearly as possible coincide with the course of study pursued in the public schools. This is not always possible because of the fact that some studies cannot be taught as they are in the ordinary seeing school. I have endeavored, during my time at your school, to try to bring to the children the same knowledge (and vision) of life that they would obtain were they attending a regular school in their own home town.

Our school is somewhat handicapped by the fact that we do not have separate instruction for those pupils who have sufficient vision to read ink print. If the school were larger, and we had more instructors, we would be able to establish a regular sight-saving class. It could be done at the present time, providing we had someone who could devote her entire time to this worthy work. We have students in the school, at the present time, who can see too much to attend a school for the blind such as ours, but who cannot see enough to attend classes in the regular public schools. Owing to the fact that most Florida cities do not have sight-saving classes, I believe that these children will do better to remain with us, than they would if they were returned to their own communities where they would be unable to successfully carry on the work of a regular grade school and high school curriculum. I believe it the duty of this school to do its very best by this particular type of pupil, unless of course, the Florida cities and towns provide sight-saving classes. Pupils, with considerable vision who attend a school for the blind, are nearly always a discipline problem. This is true because, like most children, the partially sighted child tends to take advantage of the boy or girl who does not see at all. I am quite proud of the fact that, by rather strict discipline and by an earnest attempt to understand the problem of the partially-sighted pupil, we have practically solved the discipline problem.

When you did me the honor to select me as an instructor in this department and later to promote me to head teacher, I was very fortunate in succeeding a man who has contributed a great deal to the progress of this department. Mr. Mayhue, my predecessor, secured a great number of new texts and new scientific equipment for the department during his tenure as head teacher. I know, from my knowledge of education of the blind, that our texts, scientific and otherwise, are as modern as any school for the blind in the United States. We have, thanks to yours and Mr. Mayhue's efforts, the finest set of maps for the blind that may be found in any school. Our scientific equipment is much better than in the average school for the blind.

It has been my policy to be very careful in what kind of books are selected for our library. It is far better, in my opinion, to select one good book, rather than twenty-five mediocre ones. I have added, during the past year, about a hundred books to our library, most of which were for use in the primary department because I felt that our best work can be done in teaching the child to read the right kind of book during his formative years. We do still need a great many books for our library, and I hope we will be able to add several to our list during the summer.

Before any blind pupil can successfully learn in a school for the blind, he must, of course, have a knowledge of Braille. If he does not become proficient in Braille, it will handicap his work throughout his entire school life. During my tenure, I have tried very hard to see that Braille instruction is given not only in the lower grades, but all through the high school also. As you know, practically all advanced books for the blind are being printed in grade two, which is not taught to the pupils in the lower grades. It is, therefore, necessary for all students to learn grade two by the time they are entering high school. It is my plan to have them learn grade two after the sixth grade. I believe that the department should have someone who could devote full time to the instruction of Braille and public speaking; this would, of course, include posture and speech correction. I believe, however, that the Braille problem has been handled very successfully during the last two years.

When I assumed the position as head teacher in this department, I found a deficiency in the knowledge of grammar and spoken English among the high school pupils. I have made an earnest effort to improve this condition. The teachers have been instructed to try to instill into every child a pride in the use of good English. We are very fortunate, in an institution of this kind, to be able to have supervision over the child's spoken and written English, not only during the school hours, but during other times. I still think, however, that we may greatly improve the use of good English, by insisting that all supervisors and instructors use and write good English themselves. We have made real progress along this line, and I suggest that during the coming school year we offer prizes to those pupils excelling in the use of good English, both spoken and written. A school is judged many times by



CHORUS, DEPARTMENT FOR THE BLIND

the kind of English its graduates use. It is not enough that they use fair English, but because of their handicap, they must use better English than the average student from a public school.

Our country has been at war for the past two years. This, of course, should have stimulated more interest in current events. I have tried to create interest by various means, namely: by insisting that students listen to the news over the radio; by requiring them to read Braille news magazines; by giving them reports on general news happenings both in the chapel service and in the class rooms. Our department now requires that every student, above the fourth grade, shall give a news report of some important happening once a week. If he fails to do this, it is taken off his English grade. This has forced those students who usually have no interest in news to become interested in spite of themselves. My plan is to introduce a reading period, during which some teacher in the department will read the news for a short time each day.

The average enrollment, during the past two years, has been about 70 students. This has varied, of course, because of the fact that students drop out from time to time. We had about 15 new students in September, 1943. Five of these have dropped out for various reasons. Most of these new students are in the primary grades. This is a very healthy condition, because it enables us to give instruction when it is most needed. It is much easier to start the blind boy or girl on his way to an education when he is about 7 years old than it is in those unfortunate cases where he is above 11 or 12. Older pupils entering after they have spent some years out of school are always a difficult problem. This, of course, would be true in any school. We have tried as nearly as possible to overcome the older pupil's handicap by giving him special instruction. Our efforts, of course, have been limited by the fact that we do not have a special instructor for this kind of work. I believe that the age range of our students is about the same as in any state school for the blind—from 6 to 21.

During the last two years an earnest effort has been made to co-ordinate the social studies in our high school. We have tried, with some success, to show the children the relation between civics, sociology and history. We have tried to make all three of these subjects connect directly with everyday living. Our current events work, mentioned above, has assisted us in this. As an example of this kind of coordination, we have, in the teaching of ancient history, tried to show how the history and culture of the ancient world is still a vital part of our everyday life. We have made an effort to compare the dreams of the Caesars, the Romans' great desire for erecting great buildings, and the love of culture of the Greeks, with the happenings of the modern world. It has been very gratifying to note how the interest in social subjects has grown since we have tried to make them something other than a list of dates and an account of forgotten wars. We have tried to improve our high school mathematics by introducing more modern texts. Mathematics, in this school for the blind, is being mastered faster than

in the average public school. We have had some little difficulty in the study of foreign languages, because of the fact that there are very few good foreign-language text books in Braille. I plan to have the American Red Cross hand copy some foreign-language material for us.

I believe that, with the cooperation of all those who are interested in the Department for the Blind and with the present financial assistance, we will be able to make the Florida School for the Blind second to none.

I wish to thank you, Dr. Settles, the teachers and officers of the School, for their cooperation during the last two years. I am sure that the School has improved greatly during that time and that it will continue to improve and turn out good blind citizens.

Respectfully submitted,

FRED C. HILL, *Head Teacher,*

Department for the Blind.

LIBRARY

The education of a blind child does not present the difficulties which are found in the education of one who is deaf. Very much of our knowledge is received through the ear. A blind child who is proficient at reading Braille can acquire for himself a very large fund of information. An up-to-the-minute library is of vast importance in a school for the blind. The library for the blind in the Florida School contains approxi-



BRaille LIBRARY

mately 1,500 volumes and covers almost every phase of literature for the pleasure, instruction and enjoyment of the pupils and supplementary reading for classroom use. As a rule students in this Department enjoy reading and through reading they do acquire a very splendid command of English.

The Federal Government has been generous in its appropriation to the American Printing House for the Blind and to other agencies providing literature for those without sight. Also, generous appropriations have made it possible to provide the necessary number of Talking Books needed in state schools for the blind, as well as to adults without sight. This is a modern invention which is very helpful in educating the blind child and in furnishing pleasure and amusement to the thousands of adult blind of our nation.

DEPARTMENT OF MUSIC

The School has a very good music studio. Separate sound-proof practice rooms, with a piano in each, are provided for practice periods. Two full-time music teachers and one part-time teacher are employed. Each dormitory is provided with a piano.

Every pupil who has any musical ability is given an opportunity to study some phase of music. The Department for the Blind has a chorus and every child has the opportunity to take part in group singing. Those children who have special ability receive individual lessons. The School has a splendid orchestra.

Occasionally certain pupils show outstanding musical ability, and they are given every opportunity to develop. Pupils from our Department of Music are much in demand for appearances before civic clubs, church groups, and other organizations. Several public programs were put on during the biennium.

DEPARTMENT OF VOCATIONAL TRAINING

The Department for the Blind has a very fine industrial workshop, the work of which is carried on under the direction of a graduate of a state school for the blind. The pupils in this department are taught to make brooms, mops, brushes, mattresses, door mats, and to cane chairs and do upholstering. It is one of the most alive projects of the School.



BLIND DEPARTMENT ORCHESTRA

The School receives sufficient orders from other state institutions to keep the boys busy at all times. When a student of the department makes an article, he knows that it is going to be sold and put into use almost immediately. This is an incentive for the student to do his very best.

Some of the pupils who have a very high degree of sight are interested in general repair work and the repairing of radios. Many graduates and ex-pupils of the School are owners of broom shops in different parts of the State. Many have been employed in defense industries.

The girls in this department are given instruction in home economics, rug weaving, crocheting, basketry, dress making and home making.

There follows a report by the Foreman of the Workshop for the Blind:

DR. C. J. SETTLES, *President*.
Florida School for the Deaf and the Blind.
St. Augustine, Florida.

DEAR DR. SETTLES:

We have succeeded admirably during the past two war-torn years in getting the necessary supplies to operate our workshop. We understand that a number of schools throughout the nation have had to discontinue their vocational training program because of their inability to purchase supplies. Working conditions in our shop have been fine; the attitude of the boys toward their assignments and the general set-up in our shop has been excellent.

It has always been the aim of the shop foreman, as well as your aim, to make the industrial course in the Florida School as interesting and diversified as possible. Because of that fact, we do seek to cover as broad a field as possible along the line of industrial training. We give instruction in broommaking, mopmaking, mattress renovation, chair caning, doormat weaving, and upholstering.

During the past biennium the boys in the broommaking department have turned out 110 radiator brooms, 125 whisk brooms, 72 toy brooms, 7,548 parlor and warehouse brooms. In the mop making department there have been made 45 dry floor mops, 140 toilet and dish mops, and 2,452 scrubbing mops. In the mattress shop there have been made 42 pillows, and 123 mattresses. There has been some good work done in the various other departments also, for the boys in these shops have recaned 73 chairs, woven 8 small and 12 very large cocoa fiber doormats and upholstered 7 occasional chairs and 3 full suites of furniture.



PRINTING DEPARTMENT

5. LEFT—TYPING CLASS.





BROOM, MATTRESS AND CANING DEPARTMENT FOR THE BLIND

The figures shown above do not represent a record biennium production from our workshops, but they do indicate that we have done away with the idle brain and the devil's workshop and instituted a workshop that keeps idle brain and fidgety fingers busy.

Respectfully submitted,

T. M. GIBBS, *Foreman,*

Workshop for the Blind.

There follows a report of the Instructor in Handwork and Typewriting:

DR. C. J. SETTLES, *President.*

Florida School for the Deaf and the Blind.

St. Augustine, Florida.

DEAR DR. SETTLES:

The handwork classes for the Department for the Blind have been carried out successfully this year although we have been handicapped by a shortage of materials. This year twenty-one girls had four hours of handwork a week. They were given instruction in rug weaving, knitting, sewing, mat making, and crocheting. Special attention has been given to children who have had difficulty in using their hands in an attempt to develop dexterity which will be useful in other classes. These children use modeling clay, string beads, weave mats, and learn hand exercises. All the girls have been encouraged in taking good care of their clothes. For the past two years I have been trying to teach my girls things they will find useful when they leave school.

There have been fourteen pupils taking typing. Five were in the second year class and nine in the first year class. Practice periods have been provided for pupils who feel they need to practice. These pupils have been handicapped by having to use portable typewriters. These typewriters are not able to stand up under the strain of constant use. I find it very difficult to teach a class of blind children typewriting when each typewriter is different. Regular standard typewriters are badly needed. Typewriting is the only means of written communication that a blind person has with a person with sight.

Respectfully submitted,

CLARISSA PICKLES, *Instructor in*

Handwork and Typewriting.

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind is carrying out a very splendid program for the adult blind of the State. In many instances they have given adults vocational training and re-trained former pupils of the School and put them in a position to obtain and hold good positions. There has not been very much difficulty in the placement of former students of the School who are capable and have the proper ability. Newsstands have



HANDWORK. WEAVING AND SEWING. DEPARTMENT FOR THE BLIND

been set up in many cities of the State, and several of them are being operated successfully by former students of the School.

A recent graduate of our School, after a year of training at Perkins Institution for the Blind, has been given a position in the office of the Florida Council for the Blind.

Another graduate has been sent to a school of social service in the North, with the idea of preparing her for a field position with the Council.

A number of operations have been performed upon adult blind persons in the State, giving them increased sight.

DOMESTIC DEPARTMENT

The work of the Domestic Department in a school of this kind, which has charge of its students nine months out of the year, is very important. The responsibility of training these children in the proper health habits, proper etiquette, and developing a good personality and an outstanding character, is a tremendous job. These responsibilities are largely in the hands of employees of the household department.

An experienced and capable matron-dietitian plans the meals and has general supervision over the entire household department. Directly in charge of the children are housefathers and housemothers, whose duties are to look after the children each minute of the time they are not in class. Every child in the school is accounted for at all times.

As the students are at the School more than they are in their homes, the duties of the members of the household department are very heavy and very important. Persons of good educational background, the highest moral integrity, and love for children are sought for these positions.

There follows a report of the Matron-Dietitian:

DR. C. J. SETTLES, *President*.

Florida School for the Deaf and the Blind.

St. Augustine, Florida.

DEAR DR. SETTLES:

Many factors enter into successful meal planning and good nutrition in an institution of this kind, such as the number, age and health of the children, as well as the nationality, personal characteristics, and previous training. Not only is it necessary to prepare wholesome, nutritious meals, but it is also just as important to see that the individual child is trained to eat all foods in an effort to give the child



DINING ROOM, WALKER HALL

an adequate diet, so that he may maintain a good balance of carbohydrates, fats, proteins and the regulatory food nutrients: *i.e.*, minerals, cellulose, water and vitamins.

In preparing menus, we endeavor to follow the rules listed below, as far as it is consistent with present-day rationing and shortages:

MILK—At least a quart each day, per child, to be used in cooking and for drinking.

LEAFY GREEN OR YELLOW VEGETABLES—One or more servings each day.

TOMATOES, ORANGES, GRAPEFRUIT—Any raw fruit or vegetable rich in Vitamin C—one or more servings daily.

POTATOES, OTHER VEGETABLES, OR FRUIT—Two or more servings each day.

EGGS—One each day (or at least three or four a week).

LEAN MEAT, POULTRY, FISH—One or more servings each day.

CEREALS AND BREAD—At least two servings of whole-grain or enriched products each day.

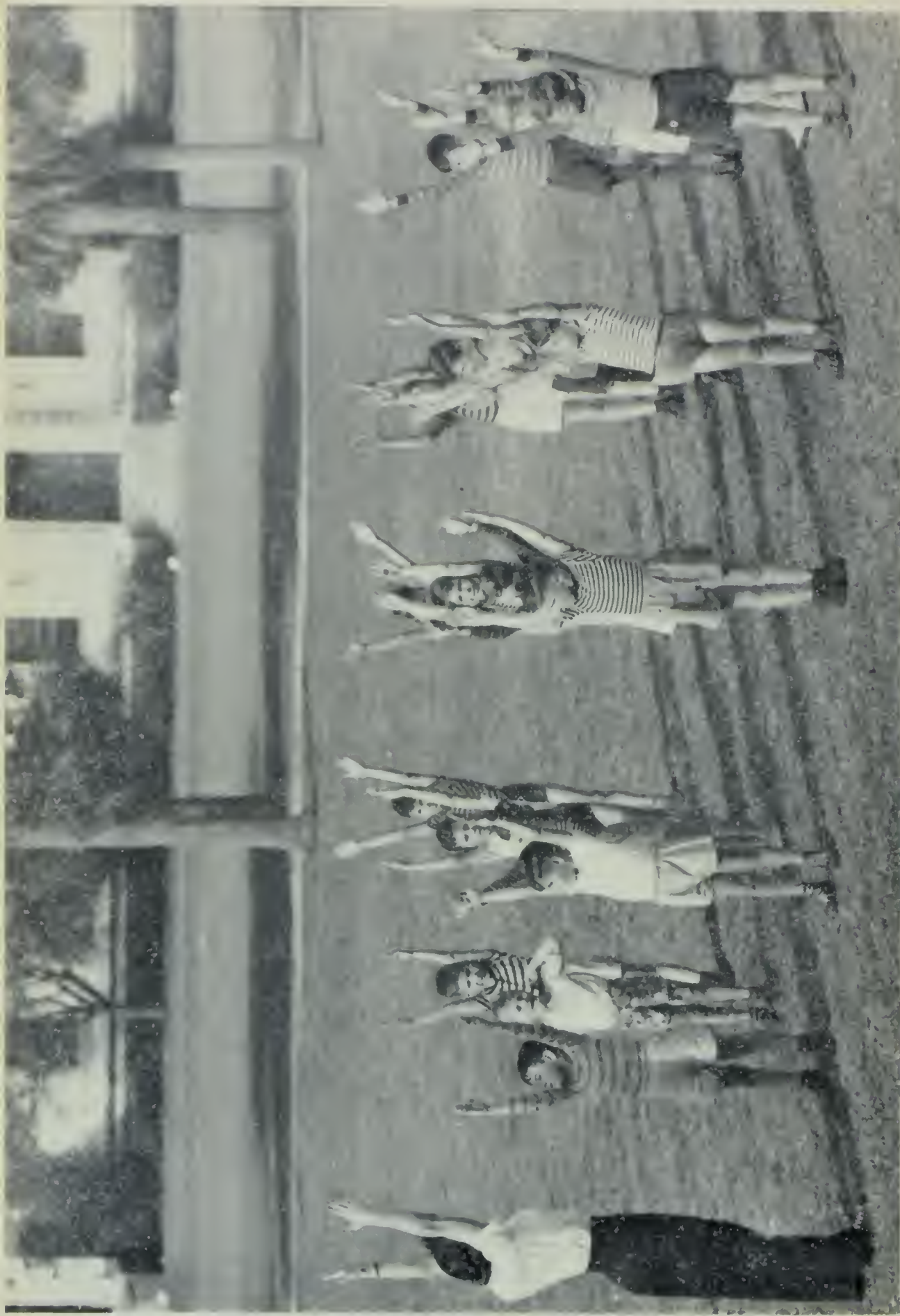
BUTTER—(Or oleomargarine that contains added Vitamin A)—At each meal.

SWEETS—As needed to satisfy the appetite.

The regular menus are supplemented by a special lunch at recess each day for those children who are underweight or suffer from malnutrition.

Sample Menus for the week of April 24th to April 30th, 1944, were as follows:

BREAKFAST	DINNER	SUPPER
MONDAY:		
Dry Cereal	Beef Stew	Baked Macaroni
Boiled Eggs	Green Peas	Cold Slaw with
Buttered Toast	Mashed Potatoes	Sweet Pickles
Milk	Bread	Bread
Grape Jam	Milk	Milk
		Strawberry Jello
TUESDAY:		
Bananas	Grilled Victory Loaf	Potatoes au Gratin
Oatmeal	String Beans	Congeaed Fruit Salad
Buttered Toast	Mashed Potatoes	Bread
Milk	Bread	Milk
Plum Jam	Milk	Chocolate Pudding
WEDNESDAY:		
Grapefruit Juice	Steamed Squash	Ham Salad Sandwiches on
Bacon and Grits	Sliced Tomatoes	Whole Wheat Bread
Buttered Toast	Mashed Potatoes	Peanut Butter and
Milk	Bread	Jelly Sandwiches
Apple Butter	Milk	Milk
	Ice Cream	Graham Crackers
		Canned Plums
THURSDAY:		
Oranges	Roast Beef	Bacon
Scrambled Eggs	Spinach	Creamed Corn
Buttered Toast	Steamed Rice	Bread
Milk	Bread	Milk
Apple Jelly	Milk	Fig Jumbles



PHYSICAL TRAINING

FRIDAY:

Orange and Grape-
fruit Juice
Food of Wheat Cereal
Raisin Bread
Milk
Apple Jelly

Boiled Ham
Sweet Potatoes
Pickled Beets
Bread

Salmon Salad
Shredded Lettuce
Hot Rolls and Butter
Rice Pudding

SATURDAY:

Oranges
Scrambled Eggs
Buttered Toast
Milk
Pineapple Preserves

Roast Pork
Apple Sauce
Green Beans
Mashed Potatoes
Bread
Milk

Frankfurters
Cold Slaw
Mustard
Hot Rolls
Milk
Jello

SUNDAY:

Tomato Juice
Sausage Cakes
Doughnuts
Milk
Whole Wheat Bread

Stewed Chicken with
Dumplings
Green Peas
Mashed Potatoes
Bread
Ice Cream with
Chocolate Sauce

Apples
Oranges
Cinnamon Rolls
Cookies
Milk

Respectfully submitted.

FLORENCE E. TALLMAN,
Matron-Dietitian.

HEALTH PROGRAM

The business of carrying out a good health program and keeping our student body in a good health condition is a very difficult one. The majority of the children have been deafened or blinded through serious childhood diseases.

The medical staff consists of one medical doctor, one ear, eye and throat specialist, one dentist, one registered nurse, and one practical nurse. The School has a 36-bed infirmary.

The health of the school family the past biennium has been very satisfactory. With the exception of childhood diseases of an epidemic nature, such as measles, mumps, and so forth, there has been very little illness.

The major part of the work of our infirmary is taking care of minor illnesses, accidents, and injuries. A great deal of attention is given to the matter of proper feeding, recreation, sufficient rest, and careful supervision at all times. The meals are carefully planned so that the children have plenty of nourishing food with a sufficient supply of milk, fresh fruits and green vegetables to make up a properly balanced diet for growing children. Careful attention is also given to the proper preparation of food.

At the beginning of the school year a clinic is held in which every child is given a careful physical examination, and a record card is made out for each child. Physical defects are noted and, if it is possible, these physical defects are corrected. Each child is weighed monthly, and those students not maintaining proper weight are re-examined and corrective measures are taken. If it is necessary, they are placed on a special diet and given nourishing food according to their particular needs.

When a child is first admitted to the School, he must present a negative Wasserman report. The splendid health program which the School has enjoyed during the biennium is largely due to careful and adequate supervision, careful and proper eating, planned recreation and activities, proper rest and good medical attention.

In the Department for the Blind, a great deal of operative work, such as the removal of tonsils, cataracts, and infected eyes, has been done. Occasionally a child, after having cataracts removed, is able to return to the public schools. Glasses have been provided for a large number of children in both departments.

DAILY SCHEDULE

The matter of arranging a properly balanced working program for a large number of children in order that each department—academic, vocational, and recreational—may be properly coordinated, is rather difficult. A great deal of time has been given to the arrangement of the daily program in order that the course of study may be properly covered, yet the children may have sufficient time for recreation.

The academic program is carried on in the morning between the hours of eight and one o'clock. Practically all of the vocational instruction is given in the afternoon from two till four. The physical education program is carried on between four and five in the afternoon. On Saturdays vocational instruction is given from eight until eleven in the morning.

Saturday afternoons are free periods for the student body, during which time they are allowed to go downtown, visit acquaintances and engage in any recreational activities in which they are interested. The younger children go downtown at

certain intervals, under the direction of a supervisor or house-mother.

On Sundays the children from the Department for the Blind attend downtown churches. A non-sectarian Sunday School is held for both departments at the School. Chapel services are conducted for the students in our Department for the Deaf each Sunday morning in our own auditorium.

Below is found a schedule of the daily program:

ORDER OF THE DAY

SCHOOL DAYS

Rise	6:00 AM
Breakfast	7:00 AM
School	8:00 AM
Recess	10:45 to 11:00 AM
Close of School	12:50 PM
Dinner	1:05 PM
Shops and Industries	2:00 PM
Close of Shops and Industries	4:00 PM
Recreation	4:00 to 5:00 PM
Supper	5:45 PM
Study	7:00 to 8:30 PM
Retire—Lights out	9:30 PM

SATURDAYS

Rise	6:00 AM
Breakfast	7:00 AM
Shops and Industries	8:00 AM
Close of Shops and Industries	11:00 AM
Dinner	1:05 PM
Supper	5:45 PM
Meeting of Literary Societies	6:30 PM
Retire—Lights out	9:30 PM

SUNDAYS

Rise	7:00 AM
Breakfast	8:00 AM
Sunday School	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner	1:15 PM
Refreshments	5:00 PM
Meetings of Christian Endeavor Societies:	
Department for the Blind	5:30 PM
Department for the Deaf	6:30 PM
Retire—Lights out	9:30 PM



BASKETBALL TRAINING FOR THE DEAF



DEPARTMENT OF PHYSICAL EDUCATION

A well organized program of physical education and recreation is of the utmost importance in a school of this kind. This department is so organized that each child, from the youngest to the oldest, has some form of physical education daily. Schedules are arranged in the Department of Physical Education to include physical examinations, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in hygiene and proper health habits.

The older children have a well-planned athletic program. The boys engage in football, and both the boys and the girls have an opportunity to play basketball. Games are scheduled with nearby public schools, and occasionally trips are made to play basketball and football with nearby state schools for the deaf.

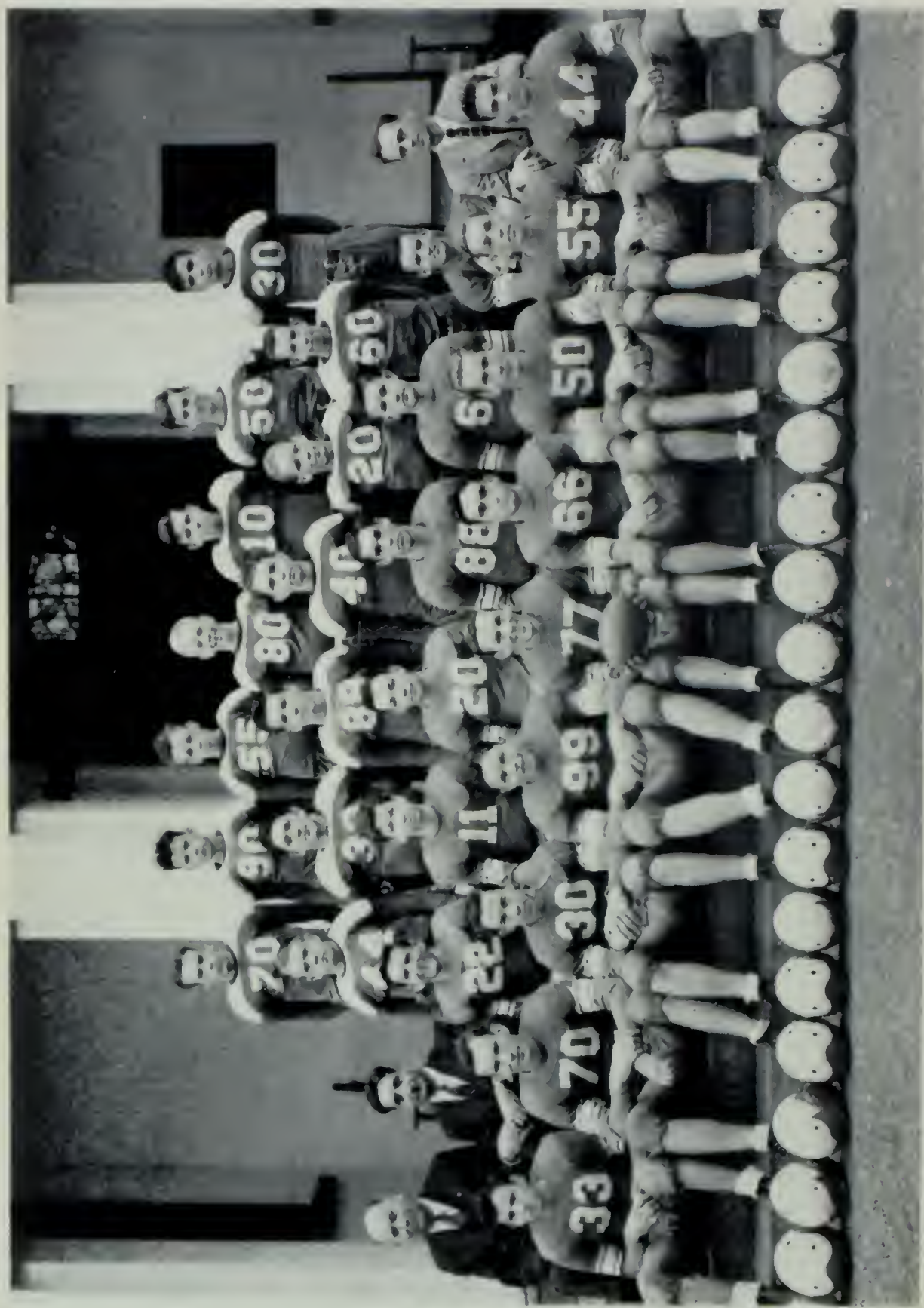
During the last biennium the School had an outstanding football team, winning the silver cup which was provided by the St. Johns Athletic Conference for the best team in the district. The School also had an outstanding boys' basketball team during the last biennium, this team winning the city championship, for which they were awarded a trophy.

The School has good tennis courts, and the children have been considerably interested in badminton. In Bloxham and Wartmann Cottages, where the younger children are housed, carefully directed recreational programs have been carried out. Instruction in aesthetic dancing is provided for the girls in both the Department for the Deaf and the Department for the Blind.

Previous to the outbreak of war, the School put on an annual gymnastic exhibition which drew a tremendous audience. Due to the war restrictions, which have made it impossible to get certain materials for carrying out this part of our program, we have been unable to put on many public programs of this nature.

DEPARTMENT OF MILITARY TRAINING

For many years the School has carried on military training for the older boys in the Department for the Deaf. This sort



FOOTBALL TRAINING FOR THE DEAF



MILITARY TRAINING FOR THE DEAF

of training helps out a great deal in the matter of developing proper discipline and respect for authority. It also develops good personality traits, proper carriage, neatness, initiative and alertness.

The boys in this department frequently take part in patriotic parades and present a very neat appearance in uniform. Military authorities tell us that, considering the handicap of deafness, they march with almost the accuracy and precision of regular soldiers.

Students in this department are frequently invited to participate in patriotic demonstrations and public entertainments.

FARM AND DAIRY

The school farm, located about four miles north of St. Augustine on the Jacksonville-St. Augustine Highway, and extending eastward to the North River, contains approximately 470.42 acres of land, about 40 acres of which is cleared and suitable for farming. This part of the farm is used mostly to grow

forage for the dairy herd and vegetables for use at the School. The majority of the land is wooded and in pasture.

The School owns a very fine herd of Jerseys—ninety-three in number. The herd is on the accredited list of the Federal Government, which indicates that it is free of tuberculosis and Bang's disease. During the past year, the dairy herd produced 32,397³/₄ gallons of milk. There is a great demand for offspring from this herd. A large number of male calves have been shipped to different counties over the State, through the County Agents. Most of the heifer calves were kept for replacement purposes and to build up the herd. When the herd is in full production, it provides 100 gallons of milk per day for our large school family. Without this dairy herd, it would be almost impossible to provide a proper diet and maintain proper health standards.

On the farm is also found a herd of hogs which is practically maintained by garbage from the different kitchens at the School. From this herd of hogs, a considerable amount of the supply of pork needed at the School is provided during the winter months.

The farm is a great help to our household department in the matter of providing an adequate and balanced diet for the student body. A great deal of developing needs to be done at the farm, particularly in the matter of clearing land, draining the swamps, and erecting additional buildings for the dairy herd.

REPAIRS AND IMPROVEMENTS

During the past biennium no major improvements have been made. Due to restrictions and our inability to secure materials, only necessary repairs and improvements have been made. The most important improvement made during the biennium was the installation of florescent lighting in the classrooms. As soon as materials are obtainable, new wiring should be placed in a number of the buildings.

Considerable equipment, including a tractor, with accessories, has been provided for the farm. Dishwashing machines have been provided in Wartmann and Bloxham Cottages and at the Colored School.

A great amount of plastering has been done. In the older buildings, it has been necessary the past biennium to do a great amount of plastering and redecorating. A great deal of this sort of work remains to be done. Numerous small necessary improvements and repairs have been accomplished during the past biennium.

GRADUATES

In April, 1943, there were graduated from our Department for the Deaf the following pupils: Betty Rose Crowell, Isabelle Mancill, and Thomas Frederick Hightower of Miami, and Henrietta Davis of Jacksonville. Graduates from the Department for the Blind were: Clarice Hay of Wauchula, Jacqueline Woodward of Raiford, John Paul Allen of Lecanto, Joseph Albert Asenjo of West Palm Beach, and Thomas Jackson Arant of St. Augustine. From the Department for the Colored, the only two graduates were Walter Cole of Daytona Beach and Junior Newton of Titusville, both of whom were students in the Deaf Department.

President James J. Mooney of Tampa University was the speaker at the commencement exercises which were held Friday evening, April 30th, 1943, in the school auditorium, and selected for his subject, "The Pursuit of Happiness." In launching his talk, Dr. Mooney spoke of David Grayson and his book, "Adventures in Contentment." He said a person is only as happy as he makes his surroundings: you are only as happy as you make yourself. If you make your surroundings happy ones, you will, of course, be happy yourself.

He spoke of the sadness being brought about by the war, which combines two great things in human life: selfishness on the one hand, and the use of selfish power on the other. "Get them going together," he said, "and you have a pretty fast machine." "But," Dr. Mooney continued, "we know we are going to win. If you are prepared for a thing, and ready to go forward with it, you will gain sight of the finish, and at least look forward the happy side."

He reminded his young hearers especially, "You must share your happiness with others, and whether you are handicapped in one way or another, remember we are all handicapped in many ways."



DEAF—CLASS OF NINETEEN HUNDRED FORTY-THREE—BLIND

In May, 1944, there was only one graduate from the School: Bertha Mae Johns, of St. Petersburg, from the Department for the Blind.

Commencement exercises were held Friday evening, May 5th, 1944, with the Reverend Paul M. Edris, Pastor of the Presbyterian Church in Daytona Beach, as the speaker of the evening. He chose as his subject, "What Makes Democracy Tick?"

Reverend Edris stated that preservation of democracy is going to depend to a tremendous degree upon the young people of the world today. According to him, it may not be so hard to educate the mind of man to the point where he is capable of understanding the problems of life, but it is very hard to educate the characters of men to the point where they are capable of carrying out decisions which they know to be right. We should develop in our own hearts and souls the spirit of self-control so that we automatically do the things we ought to do and leave undone things we ought not to do.

He concluded his talk by saying that we are not strong enough to conquer the tasks which beset us, and we must have the strength of God in our hearts to go forward. Democracy depends upon God's presence in the hearts and souls of men.

PUPILS IN INSTITUTIONS OF HIGHER LEARNING

The Legislature provides a scholarship for each of our graduates who has outstanding ability, can pass college entrance examinations, and who has the desire to enter an institution of higher learning.

During the biennium the following students who were attending institutions of higher learning on scholarships were graduated: Mae and Ethel Stelle of Miami, from the University



BERTHA MAE JOHNS
1944 GRADUATE

of Miami at Coral Gables; Orian Osborn of Dade City, from Stetson University at DeLand; Leander Moore of Jacksonville and Frances Todd of Tampa, from Gallaudet College, Washington, D. C.

Mr. Moore is now teaching in the Tennessee School for the Deaf, and Miss Todd has been appointed librarian at Gallaudet College.

The following students are attending institutions of higher learning at the present time: Mary Scherer of Miami, attending Trinity College in Washington, D. C.; Albert Asenjo of West Palm Beach and Jack Arant of St. Augustine, attending the University of Florida at Gainesville; and Johnnie Carroll of Mims, attending Orlando Junior College.

PROFESSIONAL IMPROVEMENT

In compliance with the request of the Office of Defense Transportation, our national organizations have not held many conventions since war was declared.

The President of the School attended the Conference of Executives of American Schools for the Deaf, which was held in Pittsburgh, Pennsylvania, April 24th, 25th, and 26th, 1944. Some important questions considered at this meeting were: Teacher Training Standards and the Emergency, Teachers' Salaries, Pre-School Deaf Children, and How the Schools Can Best Meet the Post-War Situation. Some other topics were discussed, including Food Rationing and Allied Problems Incident to the Present Emergency.

It was also brought out at this meeting that the teacher turnover up to that time was about 16 per cent, that the increased living cost in state schools for the education of the deaf was 26 per cent, and that there had been a decrease in pupil attendance of about 6 per cent, mostly in the advanced grades where children have dropped out to enter industry at splendid salaries. Approximately 10 per cent of the teachers have left the profession—many of them permanently. Seventy-one per cent of the schools reported that they considered their work was being kept up to pre-war standards; 29 per cent of the schools reported they had not been able to maintain pre-war standards.

All reports indicated that, because of the highly specialized character of the work of instructing the deaf, there was a great

lack of teachers. All normal classes contained few trainees, and the matter of replacements when vacancies occurred was becoming serious.

Representatives of the training school at Deshon, Pennsylvania, which was established for the rehabilitation of deafened soldiers, were present at one of the meetings and explained the work being done there.

The President of the School attended the Biennial Convention of the American Instructors of the Blind, which was held in Little Rock, Arkansas, June 26th to 30th, 1944. This convention, the 36th, was fairly well attended, and all phases of work connected with the education of the juvenile blind were discussed.

One important fact developed was the great decrease in the number of totally blind children entering state schools for the blind. This fact speaks well for the preventive programs which have been carried on by the Federal and State Boards of Health.

A resolution was drawn up by the Resolutions Committee, asking the American Printing House for the Blind at Louisville, Kentucky, to consider the matter of publishing sight-saving books for the state schools for the blind and public schools with sight-saving classes. The resolution also stated that state schools should make provisions to accept those children whose sight is too poor to be properly educated in the public schools, yet who are not actually blind. The President of the School, as Chairman of the Resolutions Committee, attended the annual meeting of the Board of Trustees of the American Printing House for the Blind at Louisville, Kentucky, July 1st, 1944, and presented this resolution to the Board of Trustees, which formally adopted it.

In July, 1944, the President of the School attended a conference of executives of schools for the deaf in the southeastern states, at which tentative plans were set up for a survey to be made of the schools in this section, with the idea of setting up a set of minimum standards, regarding proper buildings, adequate equipment, proper qualifications for teachers, a revised course of study, and proper social and recreational facilities.

A number of teachers attended summer schools during the biennium; however, the provisions for summer schools for teachers of the handicapped have been very inadequate since the

beginning of the war. As usual, the School has 100 per cent membership in the Florida Education Association, the American Association to Promote the Teaching of Speech to the Deaf, the Convention of American Instructors of the Deaf, and the Convention of American Instructors of the Blind. Each faculty member carries membership in the national organization which covers his or her own special field of work.

At the present time the President of the School is President of the Convention of American Instructors of the Deaf. Plans have been made for this organization to have its next biennial meeting at the Florida School for the Deaf and the Blind in St. Augustine, as soon as peace has been declared and it is felt that a successful convention may be planned.

RESIGNATIONS AND APPOINTMENTS

Resignations in June, 1943, were as follows: Mrs. Harriett G. Banta, to go to the North Carolina School; Miss Lula Belle Highsmith, to go to the New Jersey School; Miss Bessie Pugh, to go to the Michigan School; Mr. Olaf Tollefson, to go to the Georgia School; Miss Ruth Abee, to enter public school work; Miss Jewell Parnell, to be married; and in December, 1942, Miss Zerline Fifield resigned to enter public school work. Mr. Fred V. Mayhuc resigned in March, 1943, to enter the armed forces.

Appointments to fill these vacancies were: Miss Mary I. Stack, B.S., of Charleston, South Carolina, a graduate of the College of Charleston, who received her training to teach the deaf at the North Carolina School for the Deaf; Mrs. Lueretia Myers of Washington, Indiana, who received her training to teach the deaf at the School for the Deaf, Flint, Michigan, and who resigned at Christmas time and was replaced by Mrs. Mary M. Guy of St. Augustine, a former teacher in our Department for the Deaf; Miss Lucy Lewis, A.B., of Monticello, Arkansas, who is a graduate of A. & M. College, Monticello, Arkansas, and received her training to teach the deaf at the School for the Deaf in Little Rock, Arkansas; Mr. John Blindt, A.B., of West Orange, New Jersey, a graduate of Gallaudet College, Washington, D. C.; Mr. Fred C. Hill, M.A., of Chicago, Illinois, a graduate of the University of Wisconsin; Mrs. Pauline Bennett, of St. Augustine, a former teacher in our Department for the Blind; Mr. Kenneth E. Bratt, B.S., of Muncie, Indiana, a grad-

uate of Ball State Teachers' College, Muncie, Indiana; Miss Cleo Pickles, A.B., who received her special training at Perkins' Institution for the Blind; and Mrs. Edna M. Kerr, A.B., of St. Augustine, a former teacher in the Department of the Deaf.

Resignations in June, 1944, were as follows: Miss Alyce Thompson, as supervising teacher, to return to the classroom; Mr. Louis Gerber, to go into business for himself; Miss Hazel Jack, to return to her home in North Dakota; Mrs. Mary M. Guy, to move to North Carolina; Mr. Kenneth E. Bratt, to go to the Indiana School; Mrs. Wahneeta Davenport, on leave of absence; Miss Cleo Pickles, to be married. Mrs. Edna Kerr resigned from her duties during the school year and was succeeded by Mrs. Eleanor Maury of St. Augustine, who resigned at the close of the school year. Miss Mary Spainhour resigned at Christmas time to be married and was succeeded by Mrs. Paul B. Boger, who resigned at the close of the school year to return to her home in North Carolina.

Appointments to fill these vacancies were: Miss Lucy M. Moore, M.A., Supervising Teacher, Department for the Deaf, of Jacksonville, Illinois. Miss Moore is a graduate of Illinois College, having received her A.B. and M.A. degrees there, and of Washington University, where she received a B.S. degree. She received her training to teach the deaf at Central Institute for the Deaf in St. Louis, Missouri, and comes to Florida from the Smouse School for Physically Handicapped Children in Des Moines, Iowa, where she held the position of supervising teacher of the Department for the Deaf.

Miss Elizabeth Hicks, A.B., of Talladega, Alabama, who is a graduate of Connecticut College and received her special training to teach the deaf at the Lexington School for the Deaf, and comes to Florida from the Beverly School for the Deaf in Massachusetts; Mrs. Mildred Murray, B.S., of St. Augustine, who graduated from the University of Pittsburgh, received her special training at the Western Pennsylvania School for the Deaf in Pittsburgh and has recently been connected with that School in a teaching capacity; Mrs. Mae Powell of St. Augustine, who has recently been connected with the Kendall School for the Deaf in Washington, D. C.; Mr. Jean St. Croix, A.B., of Boston, Massachusetts, who is a graduate of the University of Alabama, was for one year connected with the Blind Department of this

School in a supervising capacity, and has recently been connected with the public schools of Virginia; Miss Doris Smith, B.M., a graduate of Alabama College for Women, who comes to Florida from the Maryland School for the Blind. Miss Claudine Hutchins was transferred from the position of librarian and clerk to that of teacher in the Department for the Blind, with Mrs. Julia Grady of St. Augustine being appointed to fill her place as librarian and clerk.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

The matter of providing a proper social and student activity program in a school of this kind is rather a difficult one. Time must be properly arranged to take care of the academic and vocational programs, leisure time, and social requirements of each pupil. Proper time for recreation must be arranged, and all leisure time must be well planned.

As has been stated elsewhere in this report, we believe we have prepared a splendid physical education and recreational program. Our social program consists of frequent parties and dances, picnics, socials, hikes and frequent trips to places of interest in and near St. Augustine.

All social entertainments are given under the supervision of members of the faculty. Every child is under supervision every moment he is not in school. Each department of the School has a Literary Society and Christian Endeavor. Frequently children from downtown Christian Endeavor societies have charge of the program at the School. The responsibility of preparing the program is turned over to the children as much as possible. They elect their own officers and carry out their own program under the direction of a faculty member.

Every possible opportunity is given for each child to develop leadership, self-reliance, and self-dependance. Frequent motion picture shows are held in the school auditorium. Magical entertainments and public addresses are held at certain intervals. Children attend downtown picture shows frequently. The School is conducted as much as possible on the home plan. The students are given all the responsibility and freedom they can handle acceptably. Every opportunity is given to develop self-dependence and initiative; however, in a school of this kind, where there are about five hundred persons, certain very definite rules and regulations must be made and strictly adhered to.

APPROPRIATION REQUEST FOR 1945-47

	<i>First Year</i>	<i>Second Year</i>
Salaries	\$117,088.00	\$117,088.00
Necessary and Regular Expenses	151,237.00	151,237.00
GRAND TOTAL — Biennium		\$536,650.00

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

SUMMARY OF PROPOSED BUDGET FOR 1945-1946

<i>Department</i>	<i>Total</i>	<i>Salaries</i>	<i>Necessary and Regular Expenses</i>
Administration	\$ 14,165.00	\$ 9,900.00	\$ 4,265.00
Maintenance and			
Operation of Plant	53,614.50	6,120.00	47,494.50
School for the Deaf	71,118.00	61,068.00	10,050.00
School for the Blind	27,960.00	20,630.00	7,330.00
Dormitories	20,150.00	11,510.00	8,640.00
Dining Halls	55,125.00	3,540.00	51,585.00
Laundry	5,565.00	None	5,565.00
Hospital	5,277.50	4,320.00	957.50
Recreation	900.00	None	900.00
Dairy Farm	18,860.00	None	18,860.00
TOTAL	\$272,735.00	\$117,088.00	\$155,647.00

NOTE: \$4,410 of the total amount of \$155,647.00 for Necessary and Regular Expenses is from earnings of the School, leaving a balance of \$151,237.00 to come from the Legislative Appropriation.

PERMANENT IMPROVEMENTS

REMOVE COLORED SCHOOL FROM THE CAMPUS OF THE MAIN PLANT,
AND BUILD A COMPLETE NEW PLANT AT THE SCHOOL
FARM AT CASA COLA

<i>Description</i>	<i>Requested Biennium</i>
1. Colored Boys' Dormitory at Casa Cola	\$ 75,000.00
2. Colored Girls' Dormitory at Casa Cola	75,000.00
3. Colored Classroom Building at Casa Cola	125,000.00
Includes—	
a. Classrooms.	
b. Central Dining Hall.	
c. Assembly Hall.	
d. Kitchen.	
e. Store Room for Supplies.	
f. Heating Facilities.	
g. Administrative Offices.	
1. Colored Workshop at Casa Cola	50,000.00
5. Water Distribution System at Casa Cola	20,000.00
6. Central Heating System at Casa Cola	19,000.00
7. Sewer System at Casa Cola	9,000.00
8. Lighting System at Casa Cola	2,300.00
9. Road System at Casa Cola	14,000.00
TOTAL	\$389,300.00

IMPERATIVE IMPROVEMENTS AT MAIN PLANT

1. Dormitory for White Primary Students	\$ 84,000.00
2. Classroom Addition to Walker Hall	64,000.00
3. Library for the Blind and the Deaf	77,000.00
4. Physical Education and Gymnasium Building, Swimming Pool and Equip- ment	200,000.00
5. Laundry Building and Equipment	45,000.00
6. Refrigeration Room and Equipment	11,000.00
7. Store Room for Groceries and Supplies	15,000.00
8. Second Boiler at Central Heating Plant and Underground Steam Lines to Col- ored School; New Boilers at Wartmann and Bloxham Cottages	32,000.00
9. Garage and Quarters for Colored Employees	42,500.00
TOTAL	\$570,500.00
To Match Any Federal Funds Which May Be Available	100,000.00
GRAND TOTAL	\$1,059,800.00

EXPLANATORY NOTES

Our Appropriation Request for the 1945-1947 Biennium is presented under three general headings: (1) Salaries; (2) Necessary and Regular Expenses; and (3) Permanent Improvements.

SALARIES

Under the heading of Salaries, we are requesting \$117,088.00, for each year of the Biennium. The Salaries Budget recommended is only 7 per cent above the present yearly Salaries Budget of \$109,326.00. The present yearly Salaries Budget included an allotment of \$15,861.00, from our Incidental Fund. The total increase in Salaries, including what was given to the teachers out of the Incidental Fund last February and the amount recommended for the next Biennium, amounts to 20 per cent.

Since Pearl Harbor, approximately five hundred teachers have left our profession. Living expenses have increased approximately 33 1-3 per cent. If we expect to retain our teaching staff of well-trained and experienced teachers, it is absolutely imperative that we increase salaries. The increases recommended are indeed conservative.

Our field is about the only place that the Government can go to obtain teachers to correct the speech of, and teach lip-reading and speech-reading to, deafened members of the armed forces, who are now returning in increasing numbers. It is also the only field to which the Government can turn to find teachers to instruct blinded members of the armed forces whose numbers are increasing, however not as rapidly as the numbers of deafened. It is almost impossible to find trained teachers of the deaf and the blind at the present time.

NECESSARY AND REGULAR EXPENSES

Under the heading of Necessary and Regular Expenses, we are requesting \$155,647.00, for each year of the Biennium, which represents an increase of 29 per cent over the 1944-45 budget, \$4,410.00 of which is estimated income.

Our equipment is wearing out very rapidly and must be replaced. We have made no major improvements to the school plant in recent years. The School is in need of a great deal of new motor equipment.

In order to obtain labor of any kind, it is necessary to increase salaries. We have been extremely fortunate in keeping an adequate and fairly competent supply of cooks, maids, janitors, and household personnel. At the present time, this type of help is more difficult to secure than it has been at any time since the beginning of the war.

The total Annual Budget requested, which amounts to \$272,735.00, of which \$1,410.00, is anticipated income, represents an increase of 18 per cent over the present 1944-45 Budget. Considering the fact of the increase in cost of all kinds of commodities, food, and school supplies, the necessity of much new equipment, the increase which must be paid in order to get and retain competent teachers, household help, and labor, I feel this is a conservative request.

PERMANENT IMPROVEMENTS

Foreword: There follows herewith a list of buildings which are absolutely necessary if the School is to take care of its growth, go forward, and badly crowded conditions be removed.

APPROPRIATION FOR BUILDINGS

The Florida School for the Deaf and the Blind has no source of income other than funds provided by the State Legislature. All of these buildings must be erected by outright appropriation by the State, which appropriation may be used to match Federal Funds, if same are available.

REMOVE COLORED SCHOOL FROM THE CAMPUS OF THE MAIN PLANT,
AND BUILD A COMPLETE NEW PLANT AT THE SCHOOL
FARM AT CASA COLA

The attendance has grown in the Department for the Colored Deaf and Blind to a point where it is no longer wise to have the students quartered in the residential district of St. Augustine. Frequent objections are being raised. Aside from this reason for removal, the present accommodations are crowded and should be relieved. The sleeping wards provide approximately thirty-two square feet of space per student, whereas sixty square feet of floor space should be provided for each student, not only from the standpoint of health and sanitation, but also for proper supervision.

The proper place for the Negro School is at the school farm, where the colored boys may receive not only various kinds of

vocational training, but also be used on the farm and receive training in different kinds of farming activities.

IMPERATIVE IMPROVEMENTS AT MAIN PLANT

1. Dormitory for White Primary Students \$ 84,000.00

Bloxham and Wartmann Cottages are two buildings which house primary deaf children between the ages of six and twelve. Both buildings are badly crowded. These buildings are designed to house thirty children each. In Bloxham Cottage today there are forty-seven children, and in Wartmann Cottage there are thirty-six children, with more to come to each. The porches of these two Cottages have been glassed in to make additional dormitory space. At Wartmann Cottage it has been necessary to use double deeker beds to take care of the large number of deaf boys. Another dormitory for primary children is absolutely imperative.

2. Classroom Addition to Walker Hall \$ 64,000.00

Extra classroom space is badly needed. Additional classrooms are needed in Walker Hall, and the space at the hospital which is now used to house the dietitian, one teacher, and two members of the household department, is needed for hospital purposes. It is recommended that an addition be built on the north wing of Walker Hall, of which the second floor will be fitted for living rooms for household help, and the first floor will contain classrooms. This will enable the School to have additional classrooms and to use the hospital building exclusively for hospital purposes.

3. Library for the Blind and the Deaf \$ 77,000.00

At the present time the two libraries, one for the deaf and one for the blind, are on the first floor of the Administration Building. The library for the deaf is a room approximately 18 by 30 feet, and the library for the blind is approximately 12 by 14 feet. In order to increase the necessary literature, the number of books, and other reading matter used in the education of handicapped children, the School should have a modern library building. One building will suffice for the two schools. This building can be divided in the center and one-half used for the deaf, while the other half will be used for the blind.

4. Physical Education and Gymnasium Building, Swimming Pool and Equipment \$200,000.00

At present the School has no gymnasium or place large enough for social and recreational activities. The two large rooms in the Industrial Building which are being used as a gymnasium are inadequate and unsatisfactory for such use.

These rooms are needed for the vocational department, which is also crowded. A swimming pool is needed. Due to their condition, the blind and deaf students are not allowed to go to the beach to swim because of danger of mishaps. Furthermore, a gymnasium and swimming pool are needed so that the institution may carry out proper physical educational and recreational programs for its deaf and blind students.

5. Laundry Building and Equipment ... \$ 45,000.00

Our present laundry equipment is set up in one half of the first floor of a building which is used as a service building for colored help. It is entirely inadequate and is not large enough to be equipped to take care of the laundry needs of the School. It is necessary that we have a separate laundry building.

6. Refrigeration Room and Equipment \$ 11,000.00

Refrigeration facilities at the main plant are entirely inadequate. Additional space should be added for rooms to be used as cool rooms in which to store vegetables and certain food products which could be bought in large quantities, thereby affecting considerable saving.

7. Store Room for Groceries and Supplies \$ 15,000.00

If the present store room is changed into a refrigeration room, it will be necessary to provide new storage capacity for groceries and supplies. At the present time supplies of different kinds are stored in several different places in different buildings. All institutional supplies should be stored in one place.

8. Second Boiler at Central Heating Plant and Underground Steam Lines to Colored School; New Boilers at Wartmann and Bloxham Cottages \$ 32,000.00

At the present time the central heating plant contains only one large boiler to heat the majority of the plant. Should this boiler become incapacitated, it is necessary to switch over to the old obsolete boilers which are fired by coal. A second boiler of the same type as the large oil-fired boiler should be provided. Underground steam lines should be extended to the Colored School. New boilers must be provided at Wartmann and Bloxham Cottages. All the underground pipes are in bad shape and leak badly.

9. Garage and Quarters for Colored Employees \$ 42,500.00

The present maintenance shop is inadequate for an institution of this size. The shop is only one room about 12 by 14 feet, which makes it necessary to have equipment stored in different places on the campus. It is absolutely necessary to

have a building with plenty of storage space and a place for the superintendent of maintenance, the plumber, and the electrician to carry on their work. This building would also be used to store the motor equipment of the School. The second floor would contain fourteen rooms and be used as living quarters for the colored help. Blueprints and plans are on hand for the erection of this building.

NEW BUILDINGS

Part of cost of construction, equipment, and furnishing of new building or buildings, to be used in connection with, or to supplement, funds derived from revenue certificates authorized by Chapter 21788, Laws of 1943, or gifts, grants, donations, or funds otherwise made available by or through the federal government, any federal agency, or other public agency, or any public or private corporation, foundation, society, group, estate, trust, or any individual\$100,000.00

The total amount requested for improvements is:

Imperative Improvements at Main Plant.....	\$ 570,500.00
New Colored School at Casa Cola	389,300.00
To Match Any Federal Funds Which May Be Available	100,000.00
TOTAL	<u>\$1,059,800.00</u>

If provisions are made to carry out the Building Program outlined above, it will relieve congested conditions, provide an opportunity for growth, and put the Florida School for the Deaf and the Blind in a proper position to carry on the work it should to educate the deaf and the blind children of the State of Florida. If provisions are not made to move the Colored School to the farm at Casa Cola, it will be necessary to purchase additional land to erect a dormitory for white primary students and for other buildings.

CONCLUSION

The business of carrying on the work of the School the past biennium has been very difficult. The emotional strain, as a result of the war and the economic stress, cannot help but be felt and have its effects. The cost of living conditions has increased very considerably, which has made it difficult for the faculty and employees of the School to find proper living quarters and maintain the standard of living they desire.

St. Augustine has been headquarters for a large unit of the Coast Guard. Camp Blanding is located nearby, and St. Au-

gustine has been one of the favorite places for the members of the armed forces. All of these things have made living conditions in St. Augustine crowded and not easy for those who are employed at our School.

Due to the fact of certain governmental regulations, much extra work has been required on the part of those connected with the office force of the School.

In spite of many adverse circumstances, the work of the School has been carried along satisfactorily, and we have not been compelled to lower our educational standards.

Faculty and students alike have taken part in the different war activities. All have done what they could in purchasing War Savings Stamps and War Bonds, and to aid in the conservation and scrap collection drives.

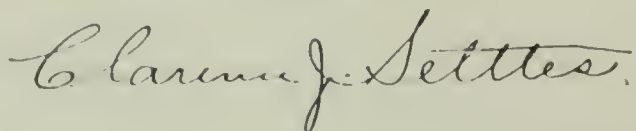
Practically every graduate and ex-pupil of the School is gainfully employed—some of them at very handsome salaries. The School has received more calls for printers, linotype operators, shoe-repairers, and different kinds of mechanical workmen, than it could possibly supply.

The attendance of the School is greater than it has ever been in its history. A post-war building program is imperative if we are going to take care of our increased enrollment and make progress.

The splendid interest, attention, and counsel of the Board of Control to every request and detail in the successful operation of the School, is sincerely appreciated. The fine interest of the Governor and the State Board of Education in our many problems which have come up, is also appreciated.

The faithfulness of the faculty and employees during this very difficult period and their interest in the pupils personally, has had a great deal to do with the success we have had the past biennium. This faithfulness and cooperation is appreciated.

Respectfully submitted,

A handwritten signature in cursive script, reading "Clarence J. Settle". The signature is written in dark ink and is positioned above the printed name of the President.

President.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

STATEMENT OF RECEIPTS AND DISBURSEMENTS
1942-43 AND 1943-44

LEGISLATURE APPROPRIATION—SALARIES	Year 1942-43	Year 1943-44
Balance brought forward	\$ 1,581.01	None
Appropriation	92,142.50	\$ 93,465.00
	93,723.51	93,465.00
Funds not made available.....	1,581.01	None
	92,142.50	93,465.00
Disbursements	92,141.45	93,463.97
Balance	\$ 1.05	\$ 1.03

LEGISLATURE APPROPRIATION— NECESSARY AND REGULAR EXPENSES	Year 1942-43	Year 1943-44
Balance brought forward	\$ 436.74	None
Appropriation	116,042.30	\$121,074.00
	116,479.04	121,074.00
Funds not made available.....	21,429.04	None
	95,050.00	121,074.00
Disbursements	95,049.09	115,252.65
Balance	\$.91	\$ 5,821.35

PERMANENT BUILDING FUND	Year 1942-43	Year 1943-44
Balance brought forward	\$ 1,616.94	\$ 1,855.38
Receipts	238.44	None
	1,855.38	1,855.38
Disbursements.....	None	None
Balance	\$ 1,855.38	\$ 1,855.38

INCIDENTAL FUND	Year 1942-43	Year 1943-44
Balance brought forward	\$ 20,579.77	\$ 28,316.72
Receipts	7,736.95	8,106.45
	28,316.72	36,423.17
Disbursements.....	None	4,266.34
Balance	\$ 28,316.72	\$ 32,156.83

BOARD OF CONTROL FUND	Year 1942-43	Year 1943-44
Balance brought forward	\$ 14,126.32	\$ 14,126.32
Receipts	None	None
	14,126.32	14,126.32
Disbursements.....	None	None
Balance	\$ 14,126.32	\$ 14,126.32

WHITE GRADUATES

CLASS OF 1898

Artemas Winfred Pope	Deaf
Cora Carlton	Deaf

CLASS OF 1907

Engenia Wilson	Deaf
Nettalen Vanderpoel	Deaf

CLASS OF 1908

Alice Carlton	Deaf
DeWitt Lightsey	Blind

CLASS OF 1911

Lucius Emerson	Blind
Lula Barfield	Blind

CLASS OF 1913

Henry Stephen Austin	Deaf
Henry Raymond Ron	Deaf
Willie Harvey Townsend	Deaf

CLASS OF 1914

Minnie Violet Clemons	Deaf
Sarah Virginia Johnson	Deaf
Roxie Rice Jordan	Deaf
Charles Edward Manire	Deaf

CLASS OF 1915

Mabel Bates	Blind
Pearl Brown	Blind
Bessie Sikes	Blind

CLASS OF 1918

Laurence Randall	Deaf
Lola Ashley	Blind
Annie Lee Barksdale	Blind
Arthur Dye	Blind

CLASS OF 1919

Dixie Clyde Fernside	Deaf
Amelia Theresa Loring	Deaf
Lalla E. Wilson	Deaf
Uriel Jones	Deaf

CLASS OF 1921

Annie Louise Clemons	Deaf
Mary Jim Crump	Deaf
Pearl Helen Holland	Deaf

CLASS OF 1922

Rosie Nasrallah	Blind
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CLASS OF 1925

Willie Butler	Blind
Frances Johnson	Blind

CLASS OF 1926

Marjorie K. Egle	Deaf
Gladys L. Eastman	Deaf

CLASS OF 1927

Florian Caligiuri	Deaf
William A. Hall	Deaf
Julius L. Myers	Deaf

CLASS OF 1928

Georgette E. Duval	Deaf
Florence K. Wells	Deaf
Benjamin F. King	Deaf
William Edward Clemons	Deaf
Gladys M. Jones	Blind
Stewart M. Yates	Blind
Albert H. Macy	Blind
Aubrey B. Martin	Blind

CLASS OF 1930

Bessie Henderson	Deaf
Helen Salter	Blind
Nell Norton	Blind

CLASS OF 1931

L. E. Jennings	Deaf
Dan Long	Deaf
Warren Wilson	Deaf
Khaleel Kalal	Deaf
Antonio Virsida	Deaf
Robert Hoagland	Deaf

CLASS OF 1932

Reba Blackwelder	Deaf
Aileen Grace	Blind
Lucy Dent Smith	Blind
Alexander Nasrallah	Blind
Walter Nasrallah	Blind
Ernest Shaheen	Blind

CLASS OF 1933

Charles M. McNeilly	Deaf
Jans Rosier	Deaf

WHITE GRADUATES—Continued

CLASS OF 1934

Clara Stevenson	Deaf
Ethel Crawford	Deaf
Beatrice David	Blind

CLASS OF 1935

Velma Cumbie	Deaf
Janet Lightbourn	Deaf
Pauline Register	Deaf
Loyce Ommie Barfield	Deaf
Albert Forrest Reeves	Deaf
Harry Joseph Schaffner, Jr.	Deaf
Edwin Laurens Bledsoe	Deaf
Bernita Flora Gilberstadt	Blind
Gladys Louise Murrell	Blind
Edwin Joseph Holly	Blind

CLASS OF 1936

Doris Sabra Hodges	Blind
Marvin Robert Barnett	Blind

CLASS OF 1937

Donald B. Shaefer	Blind
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CLASS OF 1938

Thomas Leroy Cooper	Deaf
Robert Bookter Edwards	Deaf
Mabel Josephine Johnson	Deaf
Robert Eugene Polk	Deaf
Mitchell Abraham Kalal	Deaf
Annette Long	Deaf
Harry Leander Moore, Jr.	Deaf
Carlie Frances Todd	Deaf
Lorraine Wertheim	Deaf
Doris Kathryn Reardon	Blind

CLASS OF 1939

James Emmett Davis	Deaf
May Stelle	Blind
Myrlen J. Jordan	Blind
Orian W. Osburn	Blind
Leonard Braxton Warren	Blind
Marie Dean	Blind
Grover Smith	Blind

CLASS OF 1940

Medora Louise Crowell	Deaf
Mary Frances Olive	Deaf
Nathalie Oakley	Deaf
Lucille W. Brown	Deaf
Elsie Ann Wiggins	Deaf
Homer Altman	Deaf
Charles W. Lockey, Jr.	Deaf
Sawley Helms	Deaf
Ethel Stelle	Blind
Robert D. May, Jr.	Blind
Charles Carl Sattler, Jr.	Blind

CLASS OF 1941

John Gordon Gunter, Jr.	Deaf
Clifford LeRoy White	Deaf
Raymond Lawrence Keith	Deaf
Ida Jewell Stevens	Deaf
Josephine Mary David	Deaf
Mamie Mary Fazio	Deaf
Buelah Lee Holly	Blind
Mary Catherine Scherer	Blind
Johnnie Hught Carroll	Blind
Raymond Lee McLean	Blind

CLASS OF 1942

W. A. Ouzts	Blind
W. Wallace Lopez	Blind
Alice Marian Ogden	Blind
Patrice Eileen Forsyth	Blind

CLASS OF 1943

Elizabeth Rose Crowell	Deaf
Isabelle Rose Mancill	Deaf
Henrietta Estelle Davis	Deaf
Thomas Frederick Hightower	Deaf
Clarice Hay	Blind
Jacqueline Woodward	Blind
John Paul Allen	Blind
Joseph Albert Asenjo	Blind
Thomas Jackson Arant	Blind

CLASS OF 1944

Bertha Mae Johns	Blind
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COLORED GRADUATES

CLASS OF 1911		Jesse Lawrence	Deaf
Louise Jones	Blind	J. B. Sallet	Deaf
		Fitzhugh White	Deaf
		Alexander Hartley	Blind
CLASS OF 1925			
Cary White	Deaf	CLASS OF 1936	
Georgia Hall	Blind	Robert White	Deaf
		Glennie Owens	Deaf
CLASS OF 1928		Timothy Morris	Deaf
Reginald Green	Blind	CLASS OF 1937	
Leroy Lundy	Blind		
Herbert Moore	Blind	Willie Edna Jackson	Deaf
		Ruby Ann Young	Deaf
CLASS OF 1930		Willie Edward Danzy	Deaf
Jodie M. Jackson	Blind	CLASS OF 1938	
		Charlie Frank Simmons	Deaf
CLASS OF 1931		Freddie Irving Rozier	Blind
Moses Singleton	Blind	CLASS OF 1939	
Washington Jones	Blind	Barbara Brown	Deaf
Ernest Lawrence	Blind	Estella Annie Reid	Deaf
CLASS OF 1932			
Annie M. Stevens	Deaf	CLASS OF 1940	
CLASS OF 1933		Queen E. Williams	Blind
		Ida Mae Williams	Blind
Johnnie James	Deaf	Vera Mac Fleming	Blind
Jennie L. Nelson	Deaf	Joe Lee Lawrence	Blind
Geneva Daniels	Deaf		
CLASS OF 1934		CLASS OF 1942	
		Lonnie L. Williams, Jr.	Deaf
Melda Rawls	Deaf	Albert J. Figgs, Jr.	Blind
CLASS OF 1935		CLASS OF 1943	
Daisy B. Moore	Deaf	Walter Cole	Deaf
Marie Richardson	Deaf	Junior Newton	Deaf

ROSTER OF STUDENTS

BIENNIUM 1943-1944

DEAF BOYS

1.	Alford, Herbert Ray	Suwannee
2.	Anderson, Burton	Orange
3.	Anderson, Kenneth	Orange
4.	Arias, Thomas Albert	Hillsborough
5.	Bradley, James Kirby	Jackson
6.	Cain, Ruben Chalker	Bay
7.	Campbell, Claude Roy	Hillsborough
8.	Carlson, Don Barrie	Dade
9.	Carre, John Eugene	Putnam
10.	Carroll, David Martin	Putnam
11.	Carter, Alton	Jackson
12.	Carter, Ralph	Jackson
13.	Cassady, Clyde Harold Jr.	Lake
14.	Chandler, Miles Otto	Palm Beach
15.	Clark, Gary Brooks	Dade
16.	Clemmons, John Elliott	Union
17.	Cloer, James	Bradford
18.	Colley, James Alfred	Putnam
19.	Cooke, Gaston	Dade
20.	Cooper, Huey Austin	Pinellas
21.	Crews, Gerald	Duval
22.	Crews, Roy Lee	Nassau
23.	Crum, Fred	Wakulla
24.	Daugherty, Jack	St. Johns
25.	Davis, Norman Willis	Hendry
26.	Daw, David Luther	Escambia
27.	Dignan, Philip Van	Duval
28.	Dorton, James Edward	Seminole
29.	Elkes, Eugene Revere, Jr.	Hillsborough
30.	Enfinger, Paul	Leon
31.	English, Marvin	Lake
32.	Fazio, Joe	St. Johns
33.	Fleming, Roger	Suwannee
34.	Fox, Edgar Craft	Dade
35.	Gardner, James Edgar	Hillsborough
36.	Gatchell, Edward	St. Johns
37.	Gibbens, Harry Creighton	Dade
38.	Glover, Clarence D., Jr.	Hillsborough
39.	Good, Charles B.	Dade
40.	Gordon, Curtis	Polk
41.	Graham, Boh	St. Johns
42.	Grainger, Homer T.	Hillsborough
43.	Graves, Allen David	Polk
44.	Gray, Jessie Clarence	Alachua
45.	Green, James Randolph	Columbia
46.	Green, Wilburn Carl	Polk
47.	Gullo, Michael	Hillsborough
48.	Gunn, Elton Benjamin	Decatur, Ga.
49.	Hanks, George Leon	Escambia
50.	Herrington, Ronald Gordon	Duval
51.	Hightower, Thomas Frederick	Dade
52.	Hinson, Samuel Earl	Monroe

DEAF BOYS—Continued

53.	Hires, Willard	Volusia
54.	Holmes, Darwin	Palm Beach
55.	Holmes, Howard	Palm Beach
56.	Houghton, Edward, Jr.	Manatee
57.	Hughes, Richard Foster, Jr.	Hillsborough
58.	Hunter, Talmadge Eugene	Hillsborough
59.	Jackson, Edward	Leon
60.	Keene, Harley H., Jr.	St. Johns
61.	Keene, Charles Oliver	Duval
62.	Kimmions, Donald	Santa Rosa
63.	Koon, Joe Mc Henry	Taylor
64.	Kornegay, A. L. Jr.,	Gadsden
65.	Kurtz, Albert Eugene, Jr.	Duval
66.	Land, Perry Wayne	Duval
67.	Langley, Earl J., Jr.,	Gadsden
68.	Langston, Murray	Leon
69.	Lawrence, David	Jackson
70.	Laws, Robert Henry	Hillsborough
71.	Lesch, Jack Ellwood	Hillsborough
72.	Little, Charles Wesley	Hillsborough
73.	Long, George Everett	Duval
74.	Lopez, Julian	St. Johns
75.	Love, Thomas Albert	Pinellas
76.	Martin, Marvin	Polk
77.	Meadows, Charles Max	Lake
78.	Mingo, Dale Ferrel	Dade
79.	Moore, Kendall	Duval
80.	Moore, Lovell	Orange
81.	O'Neal, Dewey	Liberty
82.	Osman, Allen	Duval
83.	Ouzts, Virgil Jackson	Bay
84.	Padgett, Earl	Taylor
85.	Paul, Robert	Hillsborough
86.	Pert, Junior Cleveland	Escambia
87.	Petty, Thomas Eugene	Manatee
88.	Phelps, Harry	Holmes
89.	Pitt, Lawrence	Lake
90.	Pitts, Arthur, Jr.,	Duval
91.	Powell, Edward Roland	Orange
92.	Pritchard, James Mashburn	Dade
93.	Proffitt, Glenn Emerson	Polk
94.	Rabb, John Mayo	Citrus
95.	Rawlins, Oscar	Volusia
96.	Richards, William Harry	St. Lucie
97.	Robbins, Joseph	Pinellas
98.	Roberts, Gerald	Dade
99.	Robinson, Billy	Dade
100.	Rooks, Billy Kemp	Sumter
101.	Rowe, Harold	Dade
102.	Rutledge, James Hunter	Broward
103.	St. Amant, Ronald	Hillsborough
104.	Sandager, Oliver Keith	St. Johns
105.	Sasser, Ralph	Polk
106.	Sheppard, Robert Stephens	Manatee
107.	Shouppe, Carl	Jackson
108.	Shouppe, Joe Peat	Jackson
109.	Sikes, Willie James	Nassau
110.	Simpson, James Earl	Pinellas
111.	Sistrunk, Paul Richard	Hamilton

DEAF BOYS—Continued

112.	Sistrunk, William Martin	Hamilton
113.	Skipper, Billie Joe	Bay
114.	Smith, Fletcher J., Jr.	Lake
115.	Smith, George Edward	Putnam
116.	Snyder, John Augustus	Broward
117.	Sommers, Donald Eugene	Dade
118.	Stanley, James William	Hillsborough
119.	Thompson, Edward R.	Duval
120.	Trainor, Edward Alden	Volusia
121.	Ulmer, Jahnz	Duval
122.	Urrutia, Mike	Hillsborough
123.	Vaughan, Frank Donald	Pinellas
124.	Vickers Jimmie	Broward
125.	Vinson, David	Duval
126.	Walker, Robert Allen	Dade
127.	Welch, Donald Eugene	Jackson
128.	Wheaton, John B.	Manatee
129.	White, Ronald	Gadsden
130.	Wilcox, Roy Earl	Hillsborough
131.	Williams, George Paul	Baker
132.	Wilmot, Ernest A. Jr.	Duval
133.	Wilson, Jay Kenneth, Jr.	Dade
134.	Wise, Earl	Jackson
135.	Wise, Marvin	Jackson
136.	Wright, James F.	Escambia
137.	Wynn, John Clark, Jr.	Leon

DEAF GIRLS

1.	Adams, Dorothy Maxine	Santa Rosa
2.	Adams, Ethel Mae	Duval
3.	Anderson, Rose Marie	Monroe
4.	Ard, Wanda	Holmes
5.	Bailey, Frances Oogna	Bay
6.	Bailey, Willie Marie	Dade
7.	Barber, Annabell	Volusia
8.	Barber, Claudia	Dade
9.	Baxter, Luella	Suwannee
10.	Belcher, Barbara	Lake
11.	Broom, Eloise	Washington
12.	Brown, Mildred Doris	Lee
13.	Bryan, Fredia Juanita	Duval
14.	Burdges, Jo-Ann	Duval
15.	Burkhard, Marilee	Hillsborough
16.	Butler, Winona	Gadsden
17.	Capitano, Rosina	Hillsborough
18.	Carlton, Marcella	Lake
19.	Carroll, Jenett	Polk
20.	Carter, Lucille	Jackson
21.	Cass, Jessie	Dade
22.	Cassidy, Lilly	Walton
23.	Christie, Alva Dean	Columbia
24.	Cowart, Aleen	Lake
25.	Crews, Marlyn Yvonne	Nassau
26.	Crichton, Nellie	Hillsborough
27.	Crowell, Betty Rose	Dade
28.	Cunningham, Virginia	Dade
29.	Dale, Nora Frances	Calhoun

DEAF GIRLS *Continued*

30.	Davis, Henrietta	Duval
31.	Deal, Martha Lois	Washington
32.	Edwards, Lenora	Polk
33.	Fair, Emma Sue	Gadsden
34.	Feinberg, Beatrice	Duval
35.	Gay, Caroline	Sumter
36.	Godwin, Ruthie Mae	Walton
37.	Goodman, Flora	Calhoun
38.	Guy, Gladys	Santa Rosa
39.	Hall, Janette	Duval
40.	Hamilton, Carolyn	Dade
41.	Marilynn, Harris	Duval
42.	Head, Helen	Duval
43.	Hemperley, Rebbe	Dade
44.	Hendrix, Rosa Lee	Calhoun
45.	Hinson, Betty June	St. Johns
46.	Hinson, Rose Marie	St. Johns
47.	Hobbs, Annette	Volusia
48.	Holland, Virginia	Jefferson
49.	Holmes, Bobbie	Duval
50.	Hovsepian, Margaret	Dade
51.	Hovsepian, Sarah	Dade
52.	Hudson, Clara Belle	Polk
53.	Jeter, Bennie	Bay
54.	Jourdon, Murlene	Calhoun
55.	Jourdon, Viree	Calhoun
56.	Keller, Margaret Lousie	Leon
57.	Kelton, Dora Ellen	Suwannee
58.	Klipstine, Jenelle	St. Johns
59.	La Croix, Lila Lorraine	Broward
60.	La Monaca, Josephine	Seminole
61.	Mc Dowall Rosemary	Alachua
62.	Magill, Myrtle	Palm Beach
63.	Mancill, Isabelle	Dade
64.	Metts, Mary	Dade
65.	Moody, Mary Agnes	Putnam
66.	Moody, Mattie Pauline	Hamilton
67.	Moore, Marian Elizabeth	Dade
68.	Mosley, Aline	Clay
69.	Napier, Sina Louise	Nassau
70.	Ncey, Velma Lee	Hernando
71.	Nelson, Margarette	Bay
72.	Nutt, Ruth Alexandra	Lake
73.	Oblinger, Jeanne	Hillsborough
74.	Oliver, Betty Jean	Orange
75.	Ong, Jean Marie	Broward
76.	Parnell, Mattie Eloise	Columbia
77.	Peebles, Beda	Palm Beach
78.	Perez, Dalia	Hillsborough
79.	Peters, Wanda Ruth	Bay
80.	Pittman, Chrystelle	Jackson
81.	Read, Joyce	Bay
82.	Remley, Lois	Duval
83.	Roberts, Artha Rae	Leon
84.	Roberts, Mary Margarette	Duval
85.	Robinson, Ann Rutledge	Hillsborough
86.	Sapp, Emma Lou	Pinellas
87.	Schumpert, Helen	Pinellas
88.	Sellers, Naomi	Duval

DEAF GIRLS—Continued

89.	Shaw, Loretta.....	Hillsborough
90.	Skinner, Mary Emma.....	Lee
91.	Slaphey, Marilyn Virginia.....	Duval
92.	Slaughter, Dorma Jean.....	Volusia
93.	Smith, Addie	Hillsborough
94.	Smith, Caroline	Lee
95.	Smith, Evelyn	Polk
96.	Smith, Ida Irene.....	Polk
97.	Smith, Louise	Hillsborough
98.	Spivey, Carolyn	Hillsborough
99.	Staton, Dorothy.....	Orange
100.	Stevens, Lettie	Duval
101.	Sweat, Nona	Duval
102.	Taylor, Janie	Duval
103.	Themis, Lucille	Franklin
104.	Thomas, Jean Ann.....	Volusia
105.	Thur, Mary Lousie.....	Escambia
106.	Tillman, Julia.....	Alachua
107.	Walker, Janette	Polk
108.	Watkins, Nadine	Polk
109.	Webb, Evelyn	Citrus
110.	Wertheim, Julianne	Hillsborough
111.	Wilcox, Selma Lois.....	Hillsborough
112.	Williams, Joanna	Hamilton
113.	Wingard, Louise	Dade
114.	Wingard, Martha	Dade

BLIND BOYS

1.	Adams, Leon	Escambia
2.	Albritton, Dale	Monroe
3.	Allen, John Paul.....	Citrus
4.	Anderson, Robert	Bradford
5.	Arant, Thomas Jackson.....	St. Johns
6.	Asenjo, Albert	Palm Beach
7.	Barnes, Bobby	Palm Beach
8.	Booth, Robert	Hillsborough
9.	Brown, Gerald	Volusia
10.	Castell, Arthur	Duval
11.	Cusic, Edward	St. Johns
12.	Driggers, Elbert	Sarasota
13.	Ethridge, Roscoe	Panama City
14.	Fennell, Lonnie Ray.....	Hillsborough
15.	Gallattscheck, Ray	Dade
16.	Hendricks, David	Jackson
17.	Herring, Dan Henry.....	Suwannee
18.	Hess, Charles	Pinellas
19.	Hickey, Joe	Orange
20.	Hirschman, Gene	Duval
21.	Hudson, Johnnie	Dade
22.	Ireland, Bobby	Lee
23.	Johnson, George Henry.....	Palm Beach
24.	Jordon, J. M. Jr.....	Leon
25.	Kimrey, George Henry.....	Duval
26.	Lewis, W. L.....	Hillsborough
27.	McClain, Arnold.....	Baker
28.	McClellan, Elwood	Duval
29.	McCall, Troy	Indian River

BLIND BOYS —Continued

30.	McCoy, Carl	Leon
31.	McKeehan, Emory	Dade
32.	McNeely, Howard	Duval
33.	Martin, Fobby	Orange
34.	Matthews, Thomas	Escambia
35.	Merritt, James Byron	Madison
36.	Mizelle, Harold	Pinellas
37.	Moore, George Edward	Palm Beach
38.	Moore, John Henry	Hillsborough
39.	Moz'ey, George	Jackson
40.	Perham, Richard	Palm Beach
41.	Pittman, Gordon	De Soto
42.	Pulliam, James	Madison
43.	Richards, Eugene	Dade
44.	Snyder, Cecil	Palm Beach
45.	Spell, Henry	Palm Beach
46.	Stasch, James	Pinellas
47.	Thomas, Hubert	Baker
48.	Thornley, Rex	Hamilton
49.	Turner, William Henri	Duval
50.	Tyson, Edward Jasper	Lee
51.	Webb, Frank	Proward
52.	Williams, Lawton	Indian River
53.	Woods, Herbert	Escambia
54.	Zeigler, Roy	Volusia

BLIND GIRLS

1.	Adams, Elizabeth	Escambia
2.	Albury, Hazel	Hillsborough
3.	Bales, Evelyn	Dade
4.	Brooks, Dottie	Duval
5.	Brotherson, Peggy	Dade
6.	Bunn, Joren	Dade
7.	Duncan, Jeannette	Alachua
8.	Earnest, Joyce	Duval
9.	Epps, Connie	Volusia
10.	Grono, Margaret	Polk
11.	Hall, Myrtle	Dade
12.	Hay, Clarice	Hardee
13.	Holroyd, Barbara	Dade
14.	Johns, Bertha Mae	Pinellas
15.	Johns, Grace	Duval
16.	Kinard, June	Duval
17.	Landrum, Blanche	Escambia
18.	McQuaig, Mary Louise	Hardee
19.	Martin, Mary Ann	Orange
20.	Miller, Ruth	Walton
21.	Owens, Minnie Jean	Duval
22.	Rafferty, Loma Ruth	Dade
23.	Register, Elonise	Columbia
24.	Stokes, Letty	Pinellas
25.	Thigpen, Clydie	St. Johns
26.	White, Dorothy Jean	Orange
27.	Wilcox, Sarah Etta	Taylor
28.	Willis, Irene	Escambia
29.	Woodward, Jacqueline	Gadsden

COLORED DEPARTMENT

DEAF BOYS

1.	Archer, Willie	Volusia
2.	Ayer, James	Alachua
3.	Banks, Esker	Alachua
4.	Barnes, Ozell	Taylor
5.	Brown, Sherman	Jackson
6.	Byrd, Arthres	Leon
7.	Carter, Henry	Columbia
8.	Cole, Walter	Volusia
9.	Dials, Monroe	Pinellas
10.	Duhart, Mitchell	Seminole
11.	Freeman, Ulysis	Seminole
12.	Gibson, James	Leon
13.	Jennings, Franklin	Washington
14.	Monlyn, Wilmon	Calhoun
15.	Morris, Benjamin	Duval
16.	Morris, Lemuel	Hendry
17.	Newton, Junior	Brevard
18.	Phillips, Lawrence	Duval
19.	Rigsbee, Nathaniel	Bradford
20.	Robinson, Herbert	Alachua
21.	Robinson, Paul	Duval
22.	Rogers, Theodore	Hamilton
23.	Slater, Henry	Wakulla
24.	Small, Robert Lee	Duval
25.	Thompson, Jimmy L.	Palm Beach
26.	Williams, Eddie Lee	Duval
27.	Williams, Jesse	Polk

DEAF GIRLS

1.	Alexander, Mary Alice	Polk
2.	Allen, Virtez	Duval
3.	Farmer, Juanita	Marion
4.	Brown, Mary	Volusia
5.	Cooper, Lorena	Lake
6.	Douglas, Johnie Mae	Dade
7.	Evans, Velva Jean	Duval
8.	McIntosh, Loleta Naomi	Dade
9.	Fields, Edith	Orange
10.	Florence, Calnoisa	Taylor
11.	Franklin, LuElla	Duval
12.	Scott, Altamese	Orange
13.	Griffin, Lottie Ruth	Dade
14.	Harris, Viola Bernice	Dade
15.	Hepburn, Dorothy	Dade
16.	Hill, Margaret	Bay
17.	Hill, Willie Mae	Duval
18.	Howard, Dorothy Mae	Orange
19.	Howard, Ernestine	Orange
20.	Howell, Frankie	Duval
21.	Jackson, Alberta	Lake
22.	Jones, Thelma Lee	Orange
23.	Kelly, Azalea	Bradford

DEAF GIRLS - *Continued*

24.	Mc Gowan, Johnnie Mae	Lake
25.	Mathews, Marie	Palm Beach
26.	Pollard, Rosa Mae	Clay
27.	Pool, Parleny	Manatee
28.	Sheffield, Ernestine	Washington
29.	Smith, Roslynn	Dade
30.	Storr, Bernice	Dade
31.	Thomson, Polly	Palm Beach
32.	Williams, Dorothy Mae	Palm Beach
33.	Williams, E'ntra	Dade
34.	Williamson, Josephine Lee	Duval
35.	Wilson, Ruby	Calhoun

BLIND BOYS

1.	Behn, Paul	Duval
2.	Bellamy, Franklin	Madison
3.	Burns, Napoleon	Taylor
4.	Dixon, Henry	Alachua
5.	Fisher, Willie	Sumter
6.	Jackson, Roosevelt	Hamilton
7.	James, William	Suwannee
8.	Kearney, Andrew	Marion
9.	Kendrick, Ernest	Palm Beach
10.	Kendrick, James	Palm Beach
11.	McLee, Vernon	St. Lucie
12.	Mathews, Otis	Palm Beach
13.	Morris, J. C.	Bradford
14.	Nelson, Clarence	Jackson
15.	Randolph, Jeremiah	Lake
16.	Robinson, R. C.	Madison
17.	Scaley, Maceo	Duval
18.	Thomas, Alvoy	Marion
18.	Thomas, Charles	Marion
20.	Walker, Joseph	Dade
21.	White, Henry	Duval
22.	Williams, Frank	Broward
23.	Young, James	Calhoun

BLIND GIRLS

1.	Bright, Adlene	Duval
2.	Dixon, Vera	Alachua
3.	Farmer, Juanita	Marion
4.	Figueredo, Orabell	Hillsborough
5.	Grant, Yvonne	Dade
6.	Knight, Louise	Duval
7.	Lewis, Flora	Sumter
8.	McIntosh, Loleta Naomi	Dade
9.	Peterson, Floris	Alachua
10.	Randolph, Geneva	Lake
11.	Robinson, Corine	Alachua
12.	Scott, Altanese	Orange
13.	Scott, Essie Mae	Duval
14.	Singleton, Mildren	St. Lucie
15.	Williams, Thelma	Osceola

EXECUTIVE HEADS

SINCE THE FOUNDATION OF THE
FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE, FLORIDA

PARK TERREL	Superintendent	1885—1890
W. A. CALDWELL	Superintendent	1890—1893
H. N. FELKEL	Superintendent	1893—1897
FREDERICK PASCO	Superintendent	1897—1900
W. B. HARE	Superintendent	1900—1906
ALBERT H. WALKER	President	1906—1927
W. LAURENS WALKER, JR.	Acting President	{ Nov. 22, 1927 to July 1, 1928
ALFRED L. BROWN	President	1928—1932
CLARENCE J. SETTLES	President	1932—

